

BULLETIN OF THE DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS OF THE NATIONAL EDUCATION ASSOCIATION

*Issued Five Times a Year
January, March, April, May, and October*

APRIL, 1931

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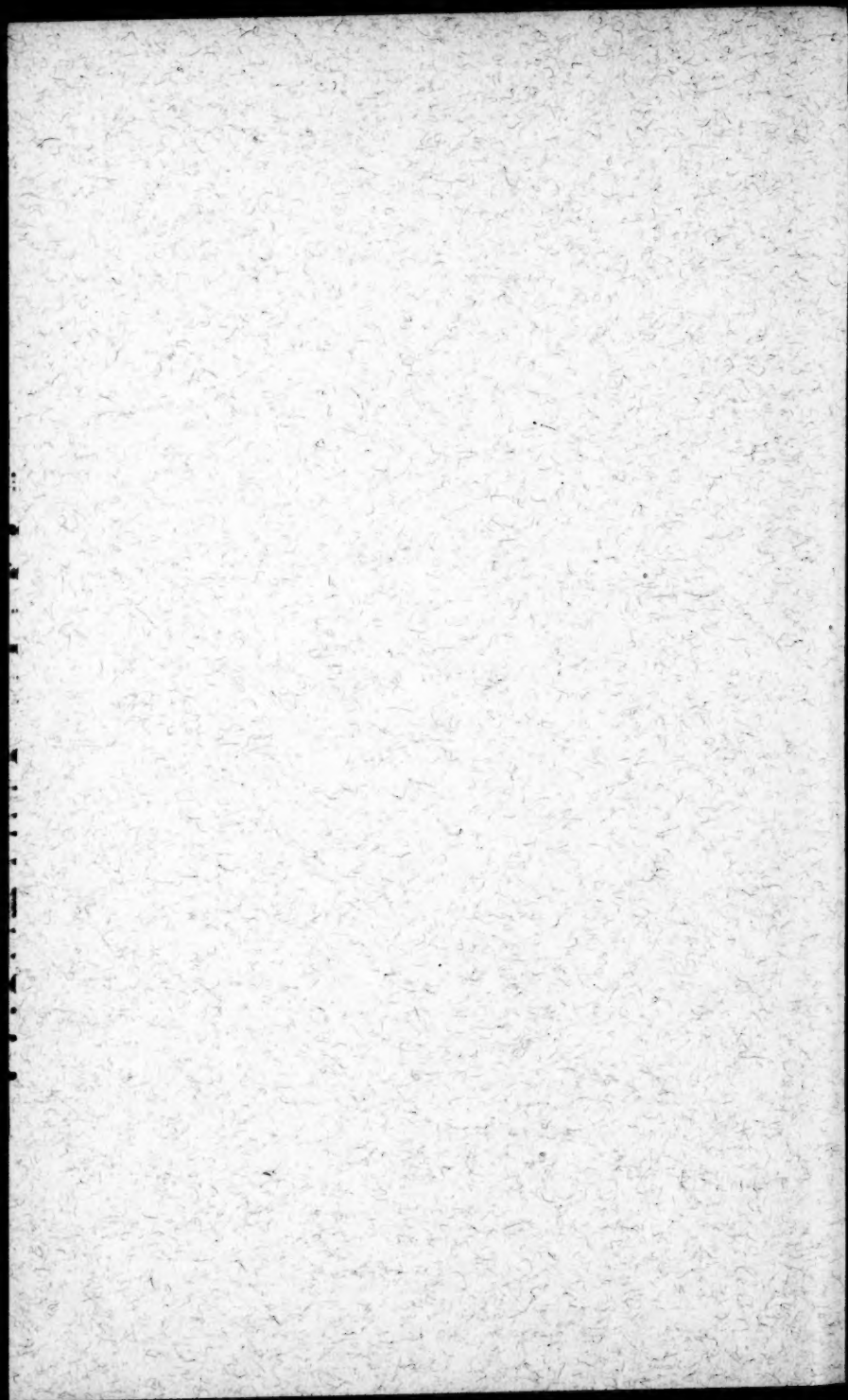
Abstracts of Unpublished Masters' Theses in the Field of Secondary-School Administration

Prepared by

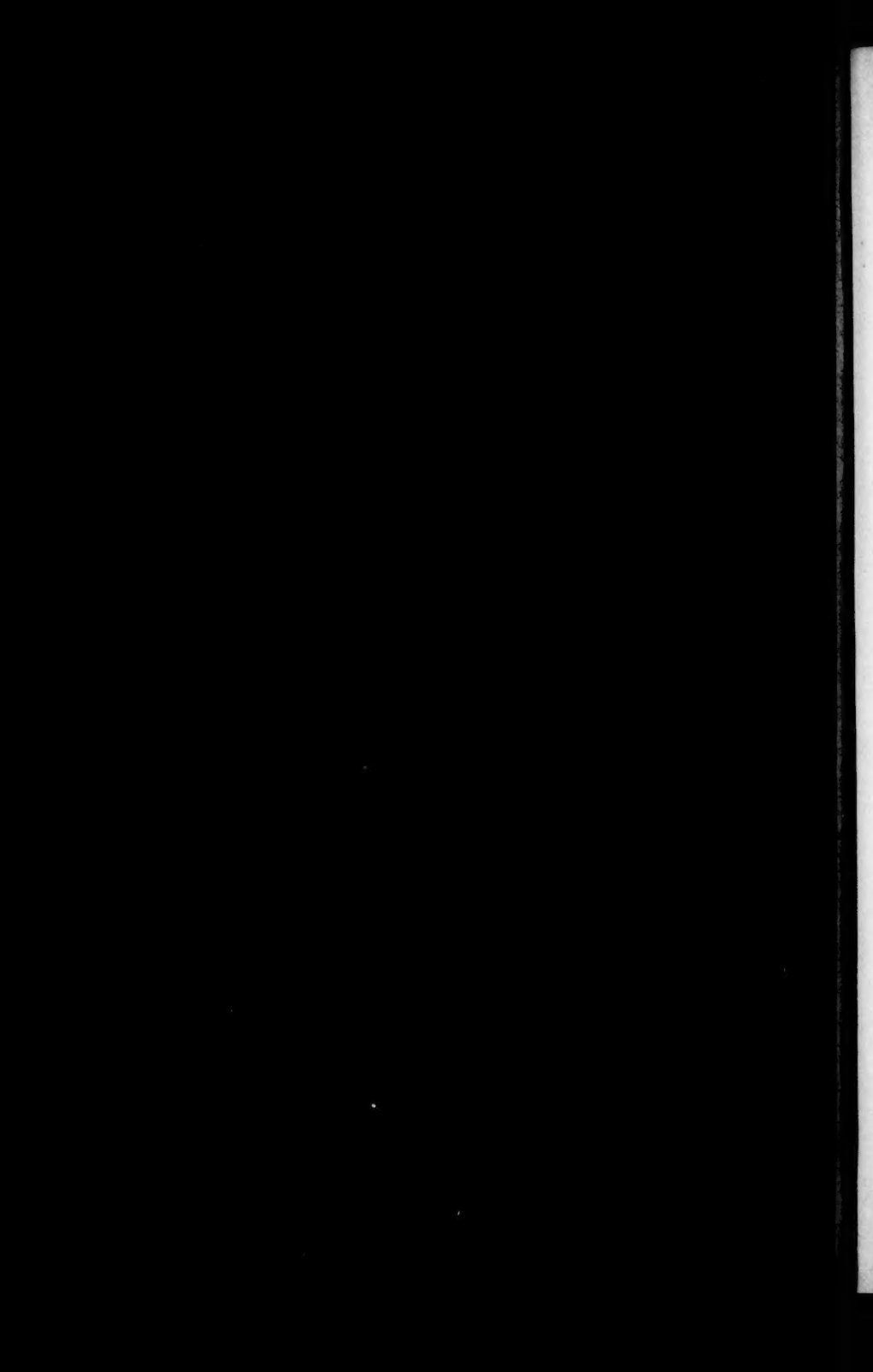
FRANK C. TOUTON, University of Southern California

**THE DEPARTMENT OF
SECONDARY-SCHOOL PRINCIPALS
OF THE NATIONAL EDUCATION ASSOCIATION**

**H. V. CHURCH, *Executive Secretary*
3129 Wenonah Avenue, BERWYN, ILLINOIS
J. Sterling Morton High School
CICERO, ILLINOIS**







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(Theses completed and presented at the University of Southern
California)

Prepared by

Frank C. Touton, Professor of Educational Research and Service,
University of Southern California
with the assistance of

Mrs. Betty Trier Berry, A.M., J.D., Fellow in Educational Research

Mr. R. R. G. Watt, A.M., Research Fellow in Education.

Miss Florence Bertine, A.M., and Miss Margaret S. Cunningham, A.M.,
Research Assistants

BULLETIN NUMBER 36

All communications for secondary-school administration abstract service should be directed to H. V. Church, 3129 Wenonah Avenue, Berwyn, Illinois; J. Sterling Morton High School, Cicero, Illinois, Executive Secretary of the Department of Secondary-School Principals of the National Education Association.

These abstracts are free to all members of the Department of Secondary-School Principals of the National Education Association.

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Bulletin Number 36
ABSTRACTS OF UNPUBLISHED MASTERS' THESES
IN THE FIELD OF
SECONDARY-SCHOOL ADMINISTRATION

(Theses completed and prepared at the University of Southern California)

At the invitation of Executive Secretary H. V. Church of the Department of Secondary-School Principals of the National Education Association, Professor Frank C. Touton has prepared abstracts for a selected group of masters' theses written in the School of Education at the University of Southern California. The theses selected report findings and conclusions of interest to secondary-school principals both because of the nature of the problems attacked and because of the materials and procedures employed. First drafts of abstracts were, for the most part, written by his Assistants in Research, then reviewed, checked, revised, and edited by Professor Touton.

The content of the studies reported through these abstracts covers a wide range of secondary-school problems and should point the way to complete or partial solutions of many of the real problems, situations, and difficulties which come to the attention of the secondary-school administrator.

This is the second and final bulletin devoted to the abstracts of masters' theses presented at the University of Southern California. (The previous abstracts were published in Bulletin No. 34.)

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ABSTRACTS OF UNPUBLISHED
MASTERS' THESES IN THE FIELD
OF SECONDARY SCHOOL ADMINISTRATION
(University of Southern California)

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ABSTRACTS OF UNPUBLISHED MASTERS' THESES IN THE FIELD OF SECONDARY SCHOOL ADMINISTRATION

PART VI. PROBLEMS IN BUSINESS AND VOCATIONAL TRAINING

86. Herold, Henry Dannelle. *The Metal Trades Exploratory Facilities Present in the Junior High School Automobile Shop.* June, 1930. Pp. 103.

Problem. This thesis attacks the problem of converting the automobile shop of the junior high school into a general-metal exploratory shop. A few guide-posts are set up as a result of the study for industrial-arts teachers who wish to explore this new field.

The steps in solving the problem of converting the automobile shop into a general-metal exploratory shop were as follows: determination of the trades to be included in the general-metal shop; determination of the type of class organization to be followed; survey of the equipment and space already available; determination of new equipment and tools which must be added for broadening the field. While the determination of the trades to be included is a local problem, the broader aspects of it are not neglected. According to the type of community involved, some of these units will be desirable, some undesirable, and still others may be added.

Materials and Procedure. A list was made of the 12 metal-working occupations most important from the standpoint of the number of people employed; a study of this list revealed those occupations as having the greater number of elements common to all, and these were selected as the representative units for the general-metal exploratory shop. Questionnaires were then sent to all the automobile shop teachers in Los Angeles, 18 in number, to ascertain the desirability from the point of view of these teachers, of broadening the automobile shop course in the junior high school, to discover what units in general-metal exploratory shop could in their opinion be included, using only the present equipment, and what units with the addition of a small metal lathe and a small blast furnace for forging, melting, and treating. Later, these automobile shop teachers brought together a list of projects all to be made with the present auto shop standard equipment; the activities and tool manipulations covered in the projects submitted gave rise to a list of explorable occupations.

Findings and Conclusions. It appears then that the automobile shop in the junior high school can be utilized, without additional equipment, to explore the following metal trades: automobile repair; automobile servicing; auto electricians; heat treating and tempering; welding;

and foundry (limited). This same shop, with an additional outlay discussed below, can be utilized as a general-metal trades exploratory shop, exploring the six occupations listed above and also the following: machine shop; forging; art metal; ornamental iron.

Division of the class into groups, each with a foreman appointed by the instructor, and each carrying on a different project, is recommended. The division of the available floor-space to accommodate these groups as units seemed very satisfactory, and offered no especial difficulty.

It is determined by this study that the additional cost of converting the auto shop into a general-metal exploratory shop in the junior high school need not, on the average, be more than \$840.80. The auto shop as it was originally set up for the exploration of the automobile occupation alone cost a total of \$1,182.06. By the addition of \$840.80 to this amount, making a total of \$2,022.86, eight more occupations can be explored. The three original occupations, auto mechanic, auto electrician, and auto servicing, cost an average of \$394.02 each. The additional amount adds eight more occupations to the list, averaging \$105.10 for each occupation explored. Combining these results, we have \$2,022.86 in equipment required to explore ten occupations at an expense of \$118.20 each in equipment investment, and without additional teacher expense. Certain equipment which can be made in the school shop is all that is needed, in connection with the combination furnace, to explore the foundry activity; the equipment necessary for exploring ornamental iron can also be made in the school shop at a slight additional expense.

87. Wandling, Harry F. *A Study of Some of the Outstanding Vocational Problems of Pasadena Junior High School Boys*. April, 1928. Pp. 60.

Problem. This is a study of the amount and kind of part-time employment, and the vocational aspects of the guidance received by junior high school boys in Pasadena.

Materials and Procedure. A questionnaire had been given to junior high school boys in Pasadena in 1927 by the Manual Arts Department; a tabulation of its results revealed certain weaknesses of the questionnaire itself, and certain weaknesses also in its administration. A revised form of questionnaire was therefore, drawn up, and uniformity in its administration assured; this questionnaire was presented to junior high school boys in 1928, and the data derived from it used to supplement the returns on the first questionnaire. School records were also examined, as to health and delinquency tendencies on the part of the boys reached

by the questionnaire. Replies and records of about 2,400 boys are considered in this thesis.

Findings and Conclusions. More than 30 per cent of the Pasadena junior high school boys are found to be engaged in approximately twenty types of employment, chief of which are selling, delivery, and gardening. They are on the average as healthy and do as good school work as the non-working group, and they show markedly less delinquent tendency.

In the opinions expressed by these boys, parents exert more influence in the choice of vocations than do school administrators, supervisors, counselors, and teachers combined. At first sight it would, therefore, appear that vocational guidance is not as important as is commonly believed in the work of these officers of the junior high school. It appears, however, that much guidance is not directly recognized by the boy as being vocational guidance, although it colors his interviews with the school officers and functions in his life. About fifty per cent of the boys claim that no specific vocational guidance has been offered them in the schools, there being more guidance recognized on the part of the boys in the eighth grade than in the seventh, and more in the ninth than in the eighth.

88. Porter, Persis B. *A Study of the Fluctuation of Public Evening High School Attendance in Los Angeles*. May, 1928. Pp. 130.

PART VII. PART-TIME EDUCATION

Problem. This thesis seeks to discover the holding power of the various classes in the evening high school each month of the year, and to determine when the periods of increase and decrease in enrollment and attendance appear during the school year in each subject; and it attempts to infer some of the various factors affecting the attendance and enrollment of such classes.

Materials and Procedure. In order that the results of the study may be fairly representative of the city of Los Angeles, data is compiled from four representative evening high schools: Polytechnic, the largest evening high school in the city, Hollywood, located in a rather exclusive residential section; Jefferson, located in a congested district inhabited by a mixed foreign and negro population; and Garfield, located outside the city limits, with transportation only by bus or private car.

The following data were obtained from each of these evening high schools: Average daily attendance in each class and subject offered in the school during the year 1926-27; the number of names of students remaining on the register in each class at the end of each month in the

school year 1926-27, this including the names of new students as well as those who have been members of the class.

The enrollment during the month of September was considered 100 per cent enrollment. Thus the comparison of an enrollment of 118 students at the end of October and 129 students in September results in the fraction $118/129$, or 91 per cent.

Findings and Conclusions. The decline in enrollment for the different subjects varies according to the subject. Business Law leads the list with an enrollment in June approximately 68 per cent of that of September. Stenography suffers from a loss of 63 per cent of the student enrollment from September to June. Six subjects do not show any loss in enrollment during that period. Ten of the 26 subjects studied show a loss of 50 per cent or more.

In general, the periods of greatest increase in enrollment in the evening high schools are September and October, and February and March. In Polytechnic Evening High School, for instance the enrollments increase in October over the enrollments in September, then gradually decline until January, when the enrollment has become about 84 per cent of the September figure; in February, the enrollment becomes 109 per cent and in March 108 per cent of the September enrollment, with an enrollment in June of 78 per cent that of September. The average daily attendance varies in the same manner, and approximately the same situation appears in the other high schools studied. In bookkeeping, clothing and millinery, and social science, however, the low point in the first semester enrollment is December, rather than January.

Six of the subjects studied show no decrease in enrollment in June over that of February. These subjects are: auto shop, print shop, calculating machine, German, hygiene, and cooking. Each of these subjects, and in fact every subject studied except physical training, showed an increase in February over the enrollment for January. This decided increase in enrollment occurring at the same time as the opening of the second semester seems to indicate that the opening of new classes is responsible for the increased enrollment; short unit courses would, therefore, seem to be desirable if the material for instruction lends itself to such an arrangement.

Apparently evening high school students have a tendency to drop out of classes in which textbook and class recitations are necessary, or in which the subject requires a long period of study to be of practical use; there is some weight, too, to be attached to the difficulty of entering such a class during the semester or reëntering after an extended absence.

The personnel and size of the student body of a school determine to

a certain extent whether a class in a certain subject will be profitable. Academic subjects did not flourish in small schools, or in foreign districts. Classes in science, mathematics, French, and German were successfully maintained in the large Polytechnic and Hollywood Evening High Schools.

In some cases, when a teacher was replaced by a new teacher, the enrollment declined to such an extent that the class was discontinued; in other cases, the enrollment declined, then increased.

A general slump in attendance was noticeable after Thanksgiving, Christmas, and Easter vacations; very few subjects were unaffected by these vacation periods.

It is quite important that the titles of the courses should be suited to the community interests. In the Jefferson Evening High School, in the industrial district, they were connected with industry or trades, as Industrial Science, Practical English, and the like. In Garfield Evening High School, Public Speaking was changed to the Art of Easy Speech with favorable results.

PART VIII. STUDIES IN METHODS OF TEACHING AND TESTING SECONDARY-SCHOOL PUPILS

89. Grinstead, Roland Wells. *An Experimental Evaluation of the School Excursion*. June, 1929. Pp. 110.

Problem. In this experiment the class excursion or field trip was studied as an addition to the pedagogical methods in general use, and as an aid to the teacher in his regular daily classroom work. In addition to evaluating the excursion in general, certain minor problems have been considered, such as: (1) Is the excursion equally profitable in introducing and summarizing a subject? (2) Is the excursion equally profitable in large and small groups? (3) Is the excursion equally effective for bright and average pupils? (4) Is the use of the excursion economical?

Materials and Procedure. The field trips used in this study were a part of the eighth grade commercial geography curriculum as organized for the purposes of the experiment.

The study included four experiments called A, B, C, and D.

Experiment A involved 36 bright pupils all testing 125 or over in Terman's test for mental ability and of approximately the same age, who were divided into two equivalent groups of 18 each.

The pupils were in the second half of the eighth year in the Washington Junior High School of Pasadena, studying commercial geography.

The experiment was built on the rotation of equivalent groups procedure. Group I was subjected to the excursion method of studying the dairy industry, consisting of a fifteen-minute assignment, and an hour's visit to a dairy and ice-cream factory during two school periods, followed by a class period devoted to a discussion of what had been seen. Meanwhile Group II used the second experimental factor, consisting of an equal amount of time spent in a "discussion-demonstration" lesson held in the classroom on the same topic. The same test was given at the end of the lesson. In the second period of rotation, the methods were reversed, with wickerware as the subject.

In Experiment B, involving two equivalent groups of 22 bright children each, the same plan was followed in rotation of "Seminar" and excursion methods of studying meat packing and tire manufacturing industries. The excursion was used as a summary rather than an introduction to the study of the topic, and followed a class hour discussion of the material, after which the test occurred.

In Experiment C, the comparison of equivalent groups plan was used, 26 pupils of average mental ability who accompanied the bright pupils on the meat packing excursion being matched, on a basis of intelligence test scores, with 26 pupils who did not go on the excursion.

Experiment D compared the results of 46 pupils of average ability who went on a rubber tire journey with the results made by the same number of pupils paired with members of the excursion groups on the basis of intelligence test scores, who studied the topic at school. These pupils were members of different classes, and were under different instructors, therefore, the classroom group had a variety of method.

The tests used in the experiments consisted of true-false, completion, multiple choice, essay or short answer, matching, and, in cases where practical, drawing. The tests were designed to cover the important points of the topic as completely as possible. No tests were given at the beginning of these studies, in that it was desired that the pupils should not be acquainted with the nature of the check to be used.

Findings and Conclusions. Subject sources indicated that excursions: (1) assist the pupils' comprehension, (2) bring about an increased interest in school work and a sustained interest in the topics studied, (3) clarify principles, (4) stimulate interest in natural and man-made things and situations, (5) help children to organize their knowledge, (6) stimulate constructive thinking, (7) constitute a co-operative enterprise, (8) blend school life with the outside world, (9) assist pupils to "find themselves," and (10) enable or compel a teacher

to conduct a more orderly and logical recitation. The excursion is more effective when limited to one class at a time.

Statistical results support the following conclusions:

1. Under the conditions of the experiment, bright pupils studying type lessons in eighth grade commercial geography in the junior high school gained an average of 79 per cent more by the use of the school excursion, followed by classroom discussion, than by the class discussion aided by demonstration, seminar, library research, or motion picture method.

2. Better results were secured for bright pupils when the excursion followed a definite thorough assignment, and was followed by a review and discussion of what had been observed.

3. Pupils who were selected as representing a cross section of all the pupils taking commercial geography in the school, profited by the use of the excursion method by 30.8 per cent more than those who studied under ordinary classroom methods, despite such handicaps as having gone in large groups, and using a method involving new technique. If the pupils were as familiar with the better ways of learning under the excursion method as they are with ordinary classroom methods, the value of excursion method would doubtless be much greater.

4. Bright pupils profited in greater degree from the excursion than average pupils.

5. Economy in education costs could be effected by a wider use of the excursion, and better results could be obtained for the pupils.

6. Of the various types of tests used, the excursion improved the ability of both bright and average pupils in the essay question most of all.

90. Hildreth, Elon Earl. *The Contract Plan Versus the Traditional Method of Teaching Arithmetic and History in the Junior High School*. May, 1928. Pp. 109.

Problem. The purpose of this study is to find a satisfactory substitute in the junior high school for the recitation, assignment, and home study method of teaching.

Materials and Procedure. Two comparable groups in low seventh grade were chosen for the experiment, both being taught history by the same teacher, and both being taught arithmetic by the same teacher, one group in each subject being taught by the contract plan and one by the traditional method. Pre-tests and post-tests were given each group, and

the results of teaching were further checked by objective tests at the end of the work.

Findings and Conclusions. The contract plan under the particular circumstances of this experiment was found to produce results in arithmetic and history as satisfactory as those produced from the oral recitation method with home study.

Where concentrated work is desired, supervised study does not supply sufficiently efficient drill technique. The contract plan is a matter of individual work, hence detailed instructions must be given to the student in the form of study guides, and more extensive equipment is required. Classes with a relatively large enrollment cannot be effectively dealt with by the contract plan; discipline is harder in this situation, and the teacher is liable to be overwhelmed with the detail of checking up the work done, unless student help is enlisted; moreover, all this checking must be done outside of class. Only independent workers with some degree of resourcefulness can work in this way, hence low intelligence groups cannot be so handled.

Problem solving is developed much more effectively by study than by oral recitation, and individual differences can be met more perfectly through the contract plan. Each method according to the purpose in hand is good. The contract plan needs to be supplemented by other procedures for drill purposes and for motivation, to afford the teacher a chance to give the students group help and for socializing purposes.

91. Scudder, Charles R. *A Critical Study of Standardized Mechanical Aptitude Tests*. February, 1930. Pp. 63.

Problem. This study was planned to determine the validity of three of the best known standardized mechanical aptitude tests, as well as the relationship between academic, social, and mechanical phases of intelligence.

Materials and Procedure. Scores in each of the following were obtained for 114 boys in the seventh and eighth grades of the Roosevelt Junior High School of San Diego, California, during the fall semester of 1928-1929: Terman Group test of Mental Ability, Form A; Social Intelligence Test by Moss, Humt, Omwake, and Jex; MacQuarrie Test for Mechanical Aptitude; O'Rourke Test for Mechanical Aptitude, Junior Grades, Form A; Stenquist Test for Mechanical Aptitude, No. 1; Teacher's Shop Grade; Shop Teacher's Rating; Stenquist Assembly Test for General Mechanical Ability, Series 2 (given to half the boys of the list only). The Shop Teacher's Rating was based on the following

scale: capacity or ability, 50 per cent, industry or willingness, 35 per cent, and interest, 15 per cent.

Findings and Conclusions. Correlation coefficients between various of these criteria were found as follows: teacher's rating and shop grade, 0.27; MacQuarrie and shop grade, 0.08; MacQuarrie and teacher's rating, 0.31; Terman and teacher's rating, 0.19; Terman and shop grade, 0.14; Terman and MacQuarrie, 0.10. The probable errors for these correlations range from 0.06 to 0.07.

The shop grade is the only measure used of success of the pupil in the mechanical field. Of all the measures used, whether of aptitude or performance, the teacher's rating as defined above probably has the highest predictive value of success, as it shows higher correlation with shop grade as well as with MacQuarrie mechanical aptitude and Terman group tests, than do any of the others. The correlations between the several tests and between the tests and the shop grade are, as given above, so low as to lead to the conclusion that no one such measure may be taken as a trustworthy prognostic measure of aptitude. It is obvious that the several mechanical aptitude tests are not testing the same variables in the same manner, and therefore do not validate each other.

92. Van Horne, James Don. *An Experimental Comparison of Individual and Demonstration Methods in High School Chemistry*. October, 1929. Pp. 103.

Problem. The study makes an experimental comparison of the use of the laboratory-demonstration and individual-experiment methods in high school chemistry from the following standpoints: the class time required, the cost of apparatus and supplies, the relation of each method to the various experiments used, the effectiveness of the methods with pupils with high or low intelligence ratings, the retention of the subject matter learned during the week at the end of the week, and the retention of subject matter at the end of the semester.

Materials and Procedure. A teaching experiment was carried on in four classes of 16 pupils each in high school chemistry at Tucson, Arizona. Fourteen chemistry experiments were used during the first 6 weeks of the semester. The use of the two methods was so rotated that each pupil completed 7 experiments by each method and each experiment was carried out by one or the other method in two classes. Objective tests were given each Friday and at the end of the semester.

Findings. The lecture-demonstration method afforded a saving of approximately 20 per cent in the class time used in carrying out the experiments and afforded a reduction of approximately 95 per cent in the cost of materials and apparatus used.

The lecture-demonstration method gave slightly superior results when compared with the individual laboratory method for all types of experiments used, for students of both high and low intelligence, and for both immediate and delayed retention of subject matter. The extent of the differences found, however, were not great enough to be statistically significant.

PART IX. LIBRARY ADMINISTRATION IN SECONDARY SCHOOLS

93. Warren, Gladys E. *The Integration of the School Library with the Junior High School Program*. June, 1930. Pp. 144.

Problem. The problem of this thesis was to study the methods which have been effective in furthering the integration of the junior high school library and school instructional program by assembling, from a wide field, data relative to certain phases of organization, administration, and function of junior high school libraries. The data include: objectives, relation to rest of school, function with reference to students and faculty, general responsibilities, methods of administration, and integration with junior high school program.

Materials and Procedure. All available literature in the field was carefully surveyed. Interviews were had with librarians, junior high school principals, and teachers. Personal reports were received from 44 full time junior high school librarians in the state of California, the majority of which came from schools of from 500 to 1,500 enrollment. Visits were made to as many junior high school libraries and careful observations were noted. The findings were evaluated upon the basis of common usage, in that surprisingly few conflicts of opinion were discovered.

Findings and Conclusions. The junior high school library must incorporate in its program the objectives of secondary education before it can be integrated with the general school program. There must be an understanding and acceptance of the general aims and purposes of the institution in which the library is to function in order that the library may contribute to the accomplishment of the aims for which the school exists. Its own aims find their foundation in the more general aims of education.

Of the 44 libraries reporting, 39 indicated that the school board alone is responsible for their libraries; 2 that they are under the joint control of the school board and the public library board; 1 that the school board employs the librarian but the public library board furnishes books and book services; 1 that the library board furnishes both the librarian and

books while the school board provides the room, heat, and janitor service; and 4 gave no report on board control.

The following check can be given on the organization plans under which the libraries surveyed are conducted: supervised study, 12; modified supervised study, 8; reference library only, 2; free use of library, 12; Morrison plan, 1; Modified Morrison plan, 4; library and study hall in one, 2; combination of supervised study, Morrison plan, and free use of library with other study halls, 2; no comment, 1.

The primary concern of a school library is the service which it can give to students, individually and collectively. The library must not fail to serve a student as a need arises. Next, group organizations; classes, clubs, civic organizations, and library staff deserve the best the library can give. To make possible the best and most adequate service, such matters as library setting, book selection, a well-rounded collection of right titles, and training in the use of the library must receive careful attention. The library must share in the interests and activities of special groups, but none deserves more attention than the student staff who are in themselves a potent factor in integrating the library with student activities. The library which has made itself indispensable to student life and interests is already well on the way towards a perfect blend with the school program.

There are many small types of service which when assembled bring about an increased service to every segment of school organization: (1) a knowledge of departmental aims, methods, and needs, promotes understanding and makes possible intelligent service; (2) balance in the book collection assures a balanced service, no shortages; (3) material which is easily reached and easily circulated promotes greater use; (4) a complete and simplified catalogue furthers library usage; (5) furnishing bibliographies as requested to teachers is a service which enhances the use of library material; (6) visual education supplies, while questioned as a legitimate library responsibility, are rapidly being taken over by the library; (7) coöperation with teachers and pupil leaders in the extra-curricular activity program of the school is still another important contribution. Service to teachers and coöperation with them is important enough to stand by itself as a potent integrating factor.

Twenty-two of the librarians reported that they do not follow any particular plan in the yearly buying, whereas but 12 librarians reported having a budget plan of buying for departments. The teachers make suggestions for books to be purchased in 42 of the libraries surveyed; the selections of books are made under the supervision of the principal in 3 schools; selections are handled largely by a supervisor in 2 libraries, and selections are subject to public library supervision in 1 library.

The following methods of advertising the library and its activities were suggested: bulletin board, 14; lists to teachers, 11; school paper, 18; daily bulletin, 6; newspapers, 5; posters, 6; displays, 11; home-room representatives, 2; assemblies, auditorium programs, plays, book talks, 9; contacts with parents, 4; the use of book jackets, 44; use no publicity, 3; gave no report.

The study shows that a most important means of integrating the library with the junior high school program is the establishment of a close relationship with such special departments as English, dramatics, public speaking, social science, general science, art, mathematics, domestic science, shop, and health. A close study of departmental needs and the ways of meeting them makes possible the type of service which proves the library an indispensable asset and brings about an integration with departmental programs.

PART X. RECORDS AND REPORTS

94. Focht, William R. *A Study of the Records and Reports of the Smaller High Schools of Southern California*. June, 1929. Pp. 125.

Problem. This study was made in an effort to determine the types of records and reports used in smaller high schools in Southern California at the present time; to determine the elements now recorded on such records and reports; to evaluate the items on such records and reports; and, if possible, to establish a more efficient use of records and reports used in high schools with an enrollment of from 36 to 350 students; they are located in 4 counties, and represent 3 types of school organization.

Procedure. The information was obtained by visitations to the selected schools. Before making these visitations an outline of the information and material desired was made. After each visitation the samples of all records and reports with their respective notes were checked and all other information pertinent to the study was recorded.

Each element was given a heading and the numbers were recorded under each particular heading. Each record or report blank was studied and compared with others performing like functions.

All state and county blanks pertaining to high schools of the size studied were obtained and became a factor in the conclusions reached. From the data obtained, conclusions were listed and evaluated and from them a more adequate system of records and reports was proposed.

Findings and Conclusions. The system of records and reports should be planned as a unit of simple, logical arrangement of forms on

cards of standard filing size. Great care should be taken in the protection of all records and reports of the student. When several types of records are printed on the same form, there is a tendency for duplication of records, making extra recording necessary, and making the system less flexible. All records which are not in continual use should be placed in the vault. Information which is not used should not be recorded.

The state exerts an influence in attendance records which makes for a limited amount of uniformity. Visible files are convenient for attendance records. The loose-leaf type of teacher's classbook makes filing more elastic and eliminates bulkiness which is caused by bindings and covers. Grade cards should carry not only the grades, but also the attendance and conduct record of the student. Where possible, individual letters should be written to notify parent of student's unsatisfactory progress.

Registration cards are desirable in order to obtain personal information pertaining to the student. The attendance officer and the advisory principal make use of the program cards. The type of physical record card is dependent on the physical program to be undertaken. An individual card of each book issued is more satisfactory than cards where all books issued each student are recorded. The records of school libraries are efficiently standardized, and revision would not be advisable.

Application blanks are not used in the smaller high schools to a large degree, because of the availability of teachers' records through college placement bureaus and teachers' agencies. Teachers' contract made available by the state are in general adequate for all general purposes.

The suggested set of records and reports included the following forms: daily absence report, daily attendance record, permanent attendance record, absence and tardy permits, student passes, detention slips, teacher's class record book, grade card, permanent record card, unsatisfactory progress reports, notice of unsatisfactory work, registration card, enrollment-program card, change of program slips, merit slips, and school book record card.

95. Thrall, Iskah R. *A Survey of the Records Kept by the Girls' Physical Education Departments in the Secondary Schools of California*. August, 1929. Pp. 95.

Problem. The purpose of this study is to investigate the amount and character of data available in girls' physical education departments in the secondary schools of California, through the determination of (1) the number of schools keeping records, (2) the character of the records, (3) the procedure used in taking and maintaining the records, (4) the

utilization and accessibility of the records, and (5) the possible reasons for the failure of some schools to keep records. An attempt is made to evaluate and measure the findings of such investigations in terms of criteria set up by educators for accounting data in educational fields in general.

Materials and Procedure. The survey was carried on by means of a questionnaire and personal interviews. Secondary schools of the state were classified according to enrollment. Those schools having an enrollment of 1,000 or more were placed in Class I; 500 to 1,000, Class II; and less than 500, Class III. Of the schools replying, 96 per cent of Class I, 80 per cent of Class II, and 68 per cent of Class III, submitted material for the investigation. Most of the material in the survey came from San Francisco Bay, Los Angeles County, Fresno and Tulare counties, and San Diego Bay regions. Outlying sections throughout the state were represented by replies from schools of the third class.

Findings and Conclusions. A classification of the types of forms in use in the schools studied reveals the following: (1) forms furnishing information of a medical examination type; (2) forms furnishing information of a physical examination type; (3) forms combining information of types 1 and 2; (4) forms furnishing information of an athletic nature; and (5) forms furnishing miscellaneous information. The forms furnishing information of the medical and physical examination types predominate. Miscellaneous forms are numerous, and the athletic type is in the minority. Though standardization as to size of forms is an evident characteristic of four-fifths of the forms studied, there is, however, a decided lack of standardization and uniformity in the types of information considered valuable and in the forms to be used. Of the items appearing on the forms, more than one-half are used but once. Nine-tenths of the items appear less than 10 times.

Most records of the medical examination type are taken and recorded by the school physician at the time of the student's entrance to school, or annually. The physical examination type of data are generally taken and recorded by the physical education teacher and students at the beginning and at the end of each semester or year. The athletic type are taken and recorded by the teacher and student during and at the end of each sport season. These procedures are found to be markedly uniform. It is the consensus of opinion that records of the medical and physical examination types should be accurate; that the athletic type need not be reported in the same detail, the degree of accuracy depending upon the selection of the students responsible for the records and the supervision exercised by the teacher; and that the miscellaneous records need be the least accurate because of the scattered responsibility.

The ranking or grading on personal characteristics does not seem to have a prominent place in the records.

Needs, as voiced by the teachers, are for better medical and physical examination data, personal characteristics records, and records of recommendations made by the physical education department in fields other than the field of physical education. Physical education data are frequently used indirectly through recommendations made by the physical education teacher and the school physician on students' programs in order to adjust the work to the student's emotional or physical condition.

One-half of the schools studied, mostly in Classes I and II, reported that their records are cumulative. Recent tendencies seem to be towards cumulative classification of activities.

In general, all records are accessible to the physical education teachers, the school physician, the principal, and the teachers. Athletic records are also accessible to students having leadership or clerical positions in the physical education department. The average time spent on records ranges from 23 to 56 minutes per day.

PART XI. SUPERVISION OF ATTENDANCE AND TARDINESS

96. Rosenberry, Earl Edwin. *A Critical Study of Absence and Tardiness in the Secondary Schools of Los Angeles, California*. May, 1924. Pp. 89.

Problem. This study attempts to analyze current methods of attendance departments in recording and controlling absence and tardiness, to determine the relationship between absence and tardiness and achievement in a large number of the secondary schools of Los Angeles, and to measure the effect of nationality, distance, intelligence, and achievement upon absence and tardiness.

Materials and Procedure. The data concerning the usages of attendance departments were gathered from replies received from 8 senior high schools and 9 junior high schools, responsive to a questionnaire. For the rest of the study, the records of 1406 students in one junior high school in Los Angeles were analyzed and compared.

Findings and Conclusions. It is the practice in the schools studied, almost unanimously, to handle all matters pertaining to attendance through a central attendance office; in most of these schools the classroom teacher keeps a register but this is seldom used in making the official monthly report of the school. More uniformity is shown to be

seriously needed in interpreting and recording tardiness and attendance. The principal causes of tardiness, and the order in which they occur, are as follows: carelessness, errands, illness, clocks slow, and faulty transportation. In every school more tardiness occurs on Monday than on any other day. Parents should know, and teachers should realize, that there is a strong association between regularity of attendance and success in school; the situation seems to be that a few of the children who attend regularly, one-half of those who are habitually absent, and most of those who are habitually tardy are also in the lowest third of the class in scholarship. There is a strong trend towards the abolition of the detention system in connection with absence and tardiness.

In an intensive study of one junior high school, the following conditions were found to exist:

One-third of the school was habitually absent, that is, absent on more than five separate occasions; this group committed three times as much tardiness as the other two-thirds of the school who were regular in their attendance. It seems, then, to be the same group that is both tardy and habitually absent.

Habitual absence goes with pupils of Jewish, Mexican, or Negro race, although the association is not marked; while regular attendance goes with the white race, and is slightly higher than the attendance of other races.

Habitual tardiness goes with being Jewish, Mexican, or Negro, although the degree of association is again low; while being punctual goes with being of the white race in about the same degree as above.

District boundaries do not seem to be well observed, as a considerable number of children travel long distances to school. Nine blocks is the distance below which there is less tardiness than we might expect, and beyond which there is more than we might expect. No such dividing line in the case of absence was discernible, the association between absence and distance being exceedingly erratic.

There is practically no association between intelligence and tardiness, but a strong association between intelligence and regular attendance.

There is a moderate amount of association between school grades and tardiness, while the association between school grades and regular attendance is even higher, and, therefore, more significant.

The association between intelligence and achievement as shown by the school grades is very marked, and represents the highest relationship found in the study.

PART XII. THE ADMINISTRATION AND SUPERVISION
OF EXTRACURRICULUM ACTIVITIES AND
STUDENT BODY FINANCES

97. Andrus, Ethel Percy. *The Determination and Function of a Course for the Training of Student Officers in High School.* March, 1928. Pp. 202.

Problem. This study was made in an effort to determine the factors which contribute to success or failure in formal student leadership in high schools and to offer definite suggestions as to the duties and attitudes which may be prepared for and stressed prior to the acceptance of a student body office.

Materials and Procedure. The first part of the study lists the duties of student officers, the traits and behavior qualities of particularly successful officers, and attempts to determine those duties and traits which should be prepared for or acquired through training prior to the holding of a student body office.

The second part of the study deals with the development of a training course based on these findings, and endeavors to measure its returns.

From 63 past and present student body commissioners in the writer's school, a list of duties was obtained. An alphabetical and a frequency ranking of this list were made. A method was worked out for determining those duties which could be prepared for as against those which could be best learned while in office.

From 100 members of the faculty there was obtained a list of 86 traits "conspicuously present in successful commissioners" and "absent in unsuccessful." A study was then made of those traits which the faculty members noted as essential and definitions of the qualities were determined in terms of trait-actions. From these data and from the data gained in the analysis of duties the writer noted topics and techniques which serve as a basis for planning a student officers' training course.

Findings. Sixty-five of the 301 duties listed by the group of commissioners were common to all student body office responsibilities. They were to: acknowledge congratulations; acknowledge invitations; act as guide to visitors; act in advisory capacity to students; arrange interviews with office, faculty, commissioners, or students; attend assembly calls, athletic contests and exhibitions, Commencements, Commissioners' meetings, other meetings, and social affairs; become personally acquainted with students; coach assistants; confer with fellow officers; confer with principals; cooperate with faculty and office; coördinate their work with

that of other organizations; conduct meetings of his group; counsel with students on their problems; develop coöperation among students; direct people to proper office or department; discover and develop student leaders; discuss school problems at Commissioners' meetings; distribute work among others; do errands; enforce rules and regulations of organizations; enroll new students during the first two weeks; explain reasons for regulations and enforcements; extend hospitality; give information; greet strangers; greet students; keep records; help assimilate new members; help on all school or student undertakings or campaigns; inspect student activities and posts; investigate and remove reasons for disturbance, congestion, and confusion; join the receiving line at school affairs; aid anyone in trouble or embarrassment; lead group in discussion; learn names of people; maintain relations with students, faculty, and committees; arrange conferences; make office attractive; meet callers and students; plan work; promote student enterprises, entertainments, and social programs; report on upkeep and repairs of plant; reprimand students; secure committee service; straighten up office; study for personal growth; study his field and its opportunities, his reports; take care of publicity; write letters of congratulation, reports, and weekly reports to President of Commissioners; work with and through committee. The total list was used as a job analysis and as a basis for suggestions for supplementary training in connection with offices.

The trait analysis gives the picture of the successful student leader. The traits listed by the teachers were abilities in accepting criticism, in coöperating in reasoning; accuracy of observation; adaptability; aggressiveness; alertness; ambition; appearance; care for detail; charity; cheerfulness; confidence; conscientiousness; control; courtesy; decision; dependability; dignity; discretion; drive; earnestness; energy; enthusiasm; executive ability; fairmindedness; faith in knowledge; forcefulness; foresight; friendliness; good breeding; graciousness; grooming; health; honesty; humility; humor; idealism; independence of spirit; initiative; industry; inspirational power; intelligence; intellectual curiosity; interest in work; judgement; justice; leadership; level-headedness; modesty; moral cleanliness; orderliness; originality; patience; perserverance; pleasantness; poise; power; preparedness; public address; punctuality; purposefulness; quality of voice; quick perception; refinement; reliability; resourcefulness; responsibility; reticence; scholarship; self respect; sense of proportion; sensitive to true values; seriousness; service; simplicity; sociability; sportsmanship; suitability; system; tact; thoroughness; thoughtfulness; tolerance; trustworthiness; unselfishness; vision (social mindedness); willingness. These traits are ranked by frequency of mention and supplemented by students for purposes of analysis. They are defined in terms of trait-actions through which they are expressed in

student body offices. The result of such an analysis may be used as a check list to indicate to student officers the traits which are highly valued.

All students above B9 should be eligible for the course and should be consciously preparing for the performance of the duties for which the training is offered. The subjects taught should be of such a nature as to function directly in attitudes or performance for those students being trained. The instructor should be competent, sympathetic, and well informed; individual instruction should be given as required; provisions for individual progress and placement allow for individual differences; content should be based on analyses of duties and desirable traits; material should advantageously develop social understanding and technical knowledge; criteria used in actual practice should be used to measure competency; and the product of the course should be placed and followed up systematically.

98. Brown, Thomas R. *Organization and Supervision of the High School Student Body Budget*. June, 1930. Pp. 90.

Problem. This study investigates the relation between the income and the expenditure of high school student body finances in certain California high schools, with the object of suggesting the regulation of such finances through sound budgeting.

Materials and Procedure. Questionnaires were mailed to ninety representative high schools in the state of California. Complete lists of income and expenditures were received from 22 of these schools: general information in regard to student finances was furnished by 27 others.

Findings and Conclusions. Among the findings of the study are the following: All expenditures of extracurricular activities come from revenue raised by students. The greatest source of such income is athletics, this activity apparently holding first place in the interest of both students and patrons of the majority of schools studied. Other common sources of income are the sale of student body membership cards, the school paper, the sale of candy, ice cream and drinks, the student book store, and the year book.

Expenses include athletics, which occupies first place in this respect in each grouping of the schools studied, and other activities varying in importance in individual schools because of local interests; important among them are general student body expenses, the school paper, school plays, and band and orchestra. . *

The surplus of income over expenditures, which occurred in many cases, indicates that the student body budget was either not planned at

all or carelessly planned. When a surplus exists larger than the amount reasonably needed for unexpected contingencies, it may be taken as evidence that the students are not getting full returns for their money.

School budgets should be developed upon the following principles: needs of the fiscal period should be determined from a review of past income and expenditures for a period of some three years; expected income and expenditures should be coördinated into a well balanced budget; and these estimates should be revised from year to year to meet changing interests and conditions.

Balances of accounts budgeted to any activity and unused at the close of the fiscal period belong not to that activity but to the student body; such balances should be closed into a common surplus for redistribution.

A system of student body accounting to be effective should be simple and easily operated. Expenses are best controlled by the purchase order system, which permits the student body bookkeeper to check on all bills to prevent overdrawing the accounts. A voucher register plan of recording charges is outlined in this study: such a plan eliminates waste of time and provides an adequate record of all transactions pertaining to each student body account.

99. Butterfield, Clarence U. *The Administration and Supervision of Student Stores in the High Schools of California*. June, 1929. Pp. 88.

Problem. A study of the student stores of the high schools of California was made in order to determine the present methods of student store management, and if possible, to answer the following questions: (1) How are student stores managed? (2) What goods are sold? (3) What space is needed to house a student store? (4) What is the amount of profit? (5) What disposal is made of profits? (6) Why do some schools not have a store?

Procedure. A personal study was made of 10 high school stores to determine the general types of organization. After discussions with managers of these stores, a questionnaire was constructed and sent to 100 of the larger senior high schools of California. Questions were asked concerning management, housing, buying, kinds of goods sold, accounting, and disposal of profits. A letter of inquiry was sent to principals of schools reporting that they did not have a store requesting the main reason why the school did not have a student store.

The schools studied ranged in size from 200 to 3500 enrollment. Seventy-one per cent of the schools had an enrollment less than 1000

students. Thirty-five schools answered the questionnaire. Forty-six schools reported that they did not have a student store.

Findings. The reasons given for operating a student store were: (1) a student store saves students' time and money; (2) school authorities are able to regulate the kind and quality of goods sold in the store; (3) the student store is a great aid in keeping the students on the school grounds during free periods; (4) the student store may provide profits with which to buy student body supplies.

The reasons given for not operating a student store were: (1) local merchants object to competition from a student store, (2) the school board rules against the student body competing with the local stores, (3) some schools are satisfactorily supplied by local stores and do not feel the need of cheaper prices.

The student stores are managed by a faculty supervisor, a student manager, assistant managers, and student clerks. The goods sold in the schools studied and the per cent of schools selling them are as follows: composition paper, 94 per cent; pencils, 91 per cent; scratch paper, 76 per cent; fountain pens, 67 per cent; gymnasium suits, 51 per cent; candy, 50 per cent; typing paper, 24 per cent; and school novelties, 16 per cent.

The housing of school stores depends upon the size of the school. Eighty per cent of the schools studied used only one room for retail selling; 41 per cent used a separate room for storage; and 14 per cent used more than one room for selling supplies.

The amount of profit in a school store ranges from no profit to a profit of \$10,000 a year. The amount of profit per student ranges from none to \$7.50 per year. The average rate of profit per student in all schools is \$0.72 per year. The amount of profit in 19 Los Angeles high schools ranges from \$200 to \$4500 per year. The profit on candy amounts to an average of \$0.81 per student.

The disposal of profits is determined by the relation of the school authorities to the student body organization. There seems to be no general procedure in disposing of the money made by operating a school store. In general, school equipment not supplied by the school board is bought with this money.

100. Fennessy, Beth Nash. *Administering Extracurricular Activities in Senior High School*. June, 1930. Pp. 125.

Problem. The study, explicitly excluding questions of the value of extracurricular activities, concerns itself with the administration of

such activities as are actually engaging the time and attention of students and faculty sponsors in senior high schools, and with the question of the administrative procedures leading to the most efficient functioning of such activities.

Material and Procedure. A thorough review was made of available literature on the subject, supplemented with interviews in 25 high schools with those intimately connected with the administering of extracurricular activities, and a narration and tabulation of the total findings. The schools chosen were all in or near Los Angeles, and all in the class of large high schools. At least two interviews were held with each school, supplemented in many cases with telephone interviews and letters, so that additional data could be secured and doubts cleared up.

Findings and Conclusions. The following conclusions are drawn from the study of recent literature on extracurricular activities: haphazard methods of controlling activities are inadequate; an activities director, who may be a vice-principal or a teacher, is advocated; needed rules should be made as part of careful organization and supervision; these rules should be strictly enforced, and modified as need arises; the necessity for faculty sponsors wisely selected, adequately counseled, and satisfactorily rewarded is recognized; extensive student participation needs to be encouraged, but rather through publicity, guidance, and honors than through compulsion, while on the other hand, the need for limiting participation in the interests of a more democratic school and as a means of stimulating scholarship and citizenship is quite generally advocated; records of the activities are essential; an activities period as a part of the official school program is fully justified.

Other conclusions, derived from the personal investigations of this study, group themselves under rather general headings.

As to centralization of control, it appears that: student activities are organized in 96 per cent of the cases studied, by a formal type of control; the control rests in the hands of the principal and the vice-principals, often assisted by a teacher in charge of clubs; more control and divided responsibility for various types of activities are advocated.

As to organization and supervision, it appears that: extracurricular activities are definitely planned for, but are rarely organized as a unit; initiating new activities usually rests with the students. Some general regulations are found in all schools, the most frequent establishing the girls' vice-principal as the leader of all social affairs, requiring faculty sponsorship for all activities, and fixing eligibility rules; enforcing regulations is recognized as a difficulty in all schools and a weakness in many; regular meetings are visited with varying frequency; written

reports of meetings are rarely requested; social affairs are well planned for; the practice of keeping school date books is general.

As to sponsorship, it appears that: club sponsors are generally selected by the students with some assistance from the faculty; sponsors are selected primarily because of willingness to serve and educational fitness; the sponsor's reward lies chiefly in the service itself; although appreciation, relief from teaching or routine duties, and extra salary are mentioned; little is done in the way of advising sponsors.

As to participation, it appears that: general participation is encouraged by the administrators of all schools both deliberately and incidentally; some guidance towards appropriate participation is practiced; the amount of participation is in every case limited, with scholarship, citizenship, health, and work after school taken into consideration; the lack of knowledge about activities is the greatest hindrance to general participation, seniors being far less hampered in this respect than others.

As to activities periods, it appears that: some activities are scheduled in all schools, among these being assemblies, leagues, and class meetings; the activities period for smaller groups is not popular, because of the difficulty of providing suitable occupation for all students; the club period is becoming slightly more popular, more schools having recently adopted it than there are schools recently dropping it.

Recent trends in the schools studied in Southern California appear to be: a trend towards stricter control and divided responsibility, as is shown by the increasing number of club chairmen; a trend towards better supervision, with more visitation of students' meetings, and a larger number of meetings of sponsors; a trend towards more careful planning for social affairs; a trend towards lessened freedom of choice in the student groups of their sponsors, with more appreciation of the work of the sponsors; a trend towards the encouragement of far more general and more appropriately chosen participation; a trend towards the practice of keeping records within the activities; a trend towards the allotting of school time during the day for many extracurricular activities.

101. Hermle, Otto B. *The Present Status of Intramural Sports in the Los Angeles Junior High Schools with Special Reference to Boys' Activities.* June, 1927. Pp. 122.

Problem. This study deals with the values of play; it draws a comparison between the values of interschool and intramural or intra-school games and justifies stressing the latter form of competition in the junior high schools; and finally it makes constructive suggestions for furthering the intramural sport program of these schools.

Materials and Procedure. Two questionnaires were answered by physical education departments of the eighteen Los Angeles junior high schools. One, in 1926, showed the extent of intramural activities in the schools. A second, in 1927, reasked these and established the consensus of opinion on the objectives of play and the methods to be used for the best realization of these aims. Round tables of Los Angeles junior high school physical directors considered the materials of the first questionnaire, before the formulation of the second. Conferences were held with members of the Los Angeles department of physical education and athletics. Careful study was made of reference books on play and intramural sport, textbooks in this field, magazine articles, and reports from several departments of Los Angeles schools.

Findings and Conclusions. Play aims are recognized both by the authorities of the junior high school and the Los Angeles junior high school physical directors in the work. In addition to these major aims, leadership is assuming a growing importance in the physical activity program of the junior high school.

An evaluation of the literature on the subject indicates that whenever junior high schools are large enough to have many athletic clubs, thus insuring keen and interesting competition, intramural athletics have distinct advantages over interschool competition. Under the first method, universal participation is possible. The physical director may shift emphasis from training a few select individuals towards developing all of the boys.

The Los Angeles junior high schools are offering a wide variety of well selected game activities. An attempt is being made to protect the weak and immature and to provide equality of athletic opportunity, through the use of classification systems and athletic tests. There is also a growing tendency to use student leaders in order to develop judgment and initiative, and to strengthen the physical education program.

All divisions of the physical education program contribute to an effective administration of games. An increasing tendency in this direction will not cause the various parts of the program to lose their identity but rather strengthen them. Play because of its unusual appeal to the boy may be used to motivate the other work.

All divisions of the school program may and should contribute to play activities. This trend may be strengthened by giving every part of the school an increased knowledge of the ends sought through games, and by showing that an efficient administration of sports contributes to the general school welfare.

An effective administration of intramural sports in a Los Angeles junior high school should involve these considerations:

Each boy should take physical education regularly, preferably once a day. Each individual including the corrective boys is given one and preferably two periods per week in which play activities predominate. The hour period is to be used whenever possible in order to give adequate time for games. An attempt is made to have the enrollments of the several periods approximately equal in order to insure that there will be adequate playing space and equipment per period, and to equalize the teaching load. The physical education program contributes to the play program in every possible way. The following activities are recommended: track and field events, basketball, volleyball, indoor baseball, touch football, soccer, speedball, handball, horseshoes, tennis, and other events. Each period is divided into maturity sections, in order to provide equality of athletic opportunity and to protect the weak and immature; each team in a section is approximately equal in aggregate athletic ability, so that interest will be maintained and competition will be equal. A seasonal distribution of games is arranged so as to make best use of the playing space, to see that each boy plays a desired number of each game, and to see that games are provided with the exertion demanded in keeping with weather conditions; the schedule is arranged so that each team plays an equal number of games of each activity; the boys are given a knowledge of the rules of the games and what good sportsmanship means; they are given opportunity also to acquire this knowledge through activity. Picked teams play faculty men at regular intervals in order to provide adult examples of good sportsmanship and to give added interest to games; student leadership is generally promoted in order to increase the ability of the boy to lead others. Each boy learns the fundamentals of the games offered, including practice in each position; special practice is given to boys deficient in any department of any game. A regular activity program is arranged for rainy days when outside participation is inadvisable. In addition to the games provided in the regular physical education periods, teams or clubs for those boys primarily interested in athletics are organized into leagues for competition; special activity clubs for tennis, swimming, hiking, wrestling, gymnastics, or other events, are provided whenever a need is felt. Letters and recognition in keeping with the activities involved are offered. The administration of sports is such as to realize the aims of play, and the games are made to contribute to the general school welfare.

102. Irwin, Helen Gale. *The Place of Student Publications in the Junior High School*. April, 1928. Pp. 64.

Problem. In determining the place of student publications in the

junior high school, it is necessary to know whether student publications are valuable and practical in the junior high school, and how they may be so managed as to give the greatest benefit to student body, faculty and administration, and community.

Materials and Procedure. The problem is considered especially in connection with schools of approximately 1000 enrollment. Arguments are gleaned from a study of present day literature including such books as Touton and Struthers, *Junior High School Procedure*; Briggs, *Junior High School English*; Borah, *News Writing for High Schools*; and Spencer, *Editorial Writing; Ethics, Policy, Practice*. These arguments are presented for and against student publications in reference to the entire group, to individual students, to the faculty and administration, and to the community. From the results of these arguments the writer makes recommendations regarding the values of student publications.

Findings and Conclusions. In consideration of the student group, advantages lie in the matter of welding the large group, of advancing school spirit and loyalty, of establishing school standards through editorial policies, and of announcing school activities. Disadvantages may arise through unfair representation of school activities by individual interests which place over balanced emphasis on certain activities to the exclusion of others. A faculty member as guide can obviate such disadvantages.

Individuals who are non-subscribers may receive indirect benefits from the paper but are more liable to develop unsocial or anti-social attitudes especially if financial considerations enter. The subscribers feel a membership in the student body group, which increases their social consciousness. The workers on the paper receive all the benefits accruing to the other members of the student group and in addition attain increased command of the fundamentals of written expression, learn to meet people, influence others, work in a group, and develop habits of work. Rushing publication work through regardless of other phases of school work, putting in time inconsistent with health rules, lack of supervision with consequent development of slovenly habits of work, all tend to make publications a hindrance to the students who work on them. It is usually found, however, that these disadvantages are unnecessary accompaniments for good procedure.

The faculty and administration can make of the paper a good publicity agent, increase school loyalty, incite better citizenship, and effect a greater coördination of departments through articles in the paper. The disadvantages to the administration of the school lies in the statement of poor educational policies through editorials and are a direct reflection on the loose management of the paper.

The taxpayers and community find that the school paper is a good advertisement for the community. The fear of disadvantages to the community lies largely in the fear that the paper will prove an additional expense to the community. This, like disadvantages noted in connection with individuals or groups affected by the student publications, is not well founded, for student publications already established are largely self-supporting so far as school budgets are concerned.

It is the conclusion of the writer that junior high schools should have student publications.

In their beginnings, student publications were carried on as extra-curricular activities, largely under student control though theoretically with faculty sponsorship. The staff was selected from those who wished to participate in such an activity and, therefore, was composed of ardently interested members, whose continuation on the staff was a matter of choice. Recognition of the importance of the work has resulted in faculty direction of the work. The paper has become a part of regular school work included in the school program as a Club activity, an English class project, or a Special Class project. The writer feels that the fullest value will be realized through the Special Class for work in which school credit is given.

103. Judd, Ruth Chapman. *The Control of Extra Curricular Activities by a Point System*. June, 1930. Pp. 109.

Problem. The purpose of this study is to survey extracurriculum participation in the Huntington Park Union High School to ascertain how a proposed point system would function. Three evils alleged to grow out of existing conditions have been investigated: limitation of honors to a select few; the lack of opportunities for others equally able; and the effect of participation in activities on scholarship.

Materials and Procedure. A record has been kept for the school year 1928-1929 of all students engaging in extracurriculum activities for which points of limitation have been assigned in the proposed point system; that is, for all except 27.5 per cent of the participation in outside activities. For each of these students, grades before and after entering activities, intelligence quotients, number and kinds of activities engaged in, and the suggested point assignments of these activities have been tabulated and studied.

Findings and Conclusions. The extracurricular activities of only 80 students, out of 627 participants in the school would be cut down were the proposed point system in operation. Only 12.7 per cent of all participation is over-participation. Students of superior native ability and working capacity are in the majority among these 80 students.

The 627 participants are less than one-third of the student body of 2,000; it appears then that a point system, operating to limit over-participation, would help to afford an opportunity for more democratic entrance into outside activities. Additional activities should be initiated and fostered to the same end, and publicity should be given to extra-curriculum opportunities, advantages, ends, and accomplishments.

Scholarship does not seem, in the main, to be adversely affected by participation in activities.

A survey of individual cases indicates a need for careful individual programming of diversified extracurriculum activities; such programming might well become an integral part of the advisory plan. There is evidence of need for a better balanced and further enriched plan in extra-curriculum activities both for the individual participant and for the entire school.

104. Maher, Vincent Paul. *Student Body Finances, Their Administration*. June, 1929. Pp. 215.

Problem. This study undertakes to show the growth and development of financial operations within the high school itself which brought about a unified control of all finances; and to show that the same factors which brought about unity of control should be instrumental in bringing centralized control in any school system.

Materials and Procedure. The study included a search through the general field of literature relating to the administration of student body finances. Replies from 48 superintendents of schools in the United States to a questionnaire have been tabulated, resulting in reports as to the procedures of 282 junior high schools and 330 senior high schools. In addition, 31 senior high schools and 20 junior high schools in Southern California have been investigated for the purpose of studying their present practices in supervising and administering student body funds. For one typical high school, student body financial reports have been studied, analyzed, and tabulated to show the development of student body finances for a period of ten years, and the trend in the major activities for a three-year period of cafeteria, student store, athletics, annual, weekly paper, and entertainments.

Findings and Conclusions. 1. Unified control of student body finances in the modern high school: The proper handling of student body finances has become an important administrative problem both for principals and superintendents. The growth of extracurricular activities has emphasized the necessity of unifying the control of all financial transactions in the individual schools. Lax methods and lax control in

the beginning with their attendant abuses brought about unified control in many schools. A study of the volume of business of a typical high school in a large city indicates the necessity of modern business methods, in management and of close supervision through unified control. Investigations by Des Moines and Pittsburgh indicate a tendency towards unified control of student body finances in the modern high school. A study of the finances of a typical high school for a period of ten years presents the following facts: based upon the average daily attendance, the contribution per student per year was \$20.87 in 1917, and \$42.28 in 1926; the average daily attendance increased 28.9 per cent in ten years; receipts increased 161.2 per cent, and disbursements increased 156.8 per cent for the same ten year period; the capital of the student body increased 596.4 per cent in ten years. A study of forty-eight cities included in this investigation reveals a strong tendency towards unified control of all financial transactions in the high schools. Any program of extra-curricular activities involves adequate financing; the unification of this control centralizes the responsibility for the care of these semi-public funds, and makes them available for any worth-while activity in the school. Recent school legislation has placed the direct responsibility for the administration of student body finances on Boards of Education; as they are holding the principals responsible for the supervision of these funds, unified control becomes the only solution.

2. Centralized control of student body finances in a school system: Of 48 school systems reported in this study, 18.8 per cent show centralized control of student body finances. There is a strong trend in the direction of management of cafeteria, ice cream, and candy, by the central office of the Board of Education. Los Angeles has established a central control for the supervision and management of all student body finances. Legislative enactments have encouraged central control of the supervision and auditing of student body funds in California, especially in Los Angeles. A study of 20 junior high schools for one year revealed a surplus of \$37,570 after an expenditure of \$29,000 for equipment. A three-year study for certain activities disclosed the following: a steady increase in volume of receipts and disbursements in the cafeteria for each year, and a proportionate increase in average daily attendance, with the average contribution per student per day about 20 cents; supply stores necessary for convenience of students and to assist schools in discipline, with an average profit per school of 19.7 per cent; a financial loss on athletics on the part of 60 per cent of the schools, with championship teams only as money-makers, and deficits elsewhere paid from the general funds; a loss on the publication of the annual on the part of 44 per cent of the schools, with need for central supervision for the many problems of management, circulation, advertising, printing, engraving, and bind-

ing; a contribution of 11 cents per pupil in average daily attendance towards the daily paper, with 50 per cent of the schools showing a loss in this activity during the last of the three years studied; entertainments constituting a consistent source of profit for student bodies, with an average contribution of 25 cents per pupil towards the profit. The centralization of control in a school system is reported just as necessary as the centralization of control of funds in the individual schools, and there is a trend in that direction.

3. A central department for the supervision of student body finances: The organization and personnel of a department to supervise and administer all financial transactions in the schools depends upon the state and district laws governing the relation of Boards of Education to student body activities, the number of schools involved, and the volume of funds involved in such activities. Based upon these considerations, the personnel for such a department consists of a director, with general duties as financial adviser to all schools, who shall outline and install or approve accounting systems, forms, and records, and shall be responsible in a general way for all student body finances; a sufficient number of accountants to supervise and train pupil bookkeepers for various positions, to assist in the installation of new systems, forms and methods, direct the closing of books at the end of the school year, and to make research studies along the line of student body financial management; bookkeepers and assistants as there shall be necessary; such a department should have complete authority in accounting procedure and in policies of general management.

4. Accounting systems: Seven books of account are recommended, as follows: general ledger; cash receipts book; cash disbursements book; journal; trust ledger; accounts payable journal; accounts payable ledger. Twenty-six forms are recommended, with instructions for adaptation to the needs of small or large student bodies: monthly statement of major activities; inventory sheet; cash receipts; cash disbursements; check record (accounts payable system); accounts payable journal; cafeteria accounts payable journal; student body receipt; record of forms issued; daily cash register readings; ticket report; daily token report; token distribution sheet; daily report of cafeteria; outside lines; auxiliary receipt; class receipt record; lost key receipt; towel receipt; towel card, part payments only; towel ticket (receipt); towel ticket sales recapitulation; student helper's meal card; purchase orders; check; petty cash voucher; petty cash envelope.

5. Educational opportunities offered through student body finances: Student body finances offer the following educational opportunities in Los Angeles: 340 students are trained in the correct business procedure

for passing on the expenditure of funds, and in addition a strong civic consciousness is developed; 1840 students receive training in the cafeterias as servers, cashiers, checkers, and in miscellaneous occupations; 677 students are trained, in connection with work on the Annual, in the problems of management, circulation, subscription, advertising, printing, engraving, and binding; 808 students participate in the management of weekly or daily publications, in which, in addition, many students in journalism receive practical training; 271 students have immediate contact with the financial control of athletics; 216 students assist in the distribution and taking of tickets for all kinds of social activities in the schools; in the student supply stores in the senior high schools, 233 students receive some practical training in salesmanship, inventory taking, record keeping, and the principles of buying.

Commercial students use the central treasurer's office as a laboratory in practical accounting procedure. The proper supervision of all extracurricular activities, develops social values in students. Students receive training in ethical conduct, and in practical business problems and principles.

105 Oliver, Maude Louise. *Administration of Extracurricular Activities in the Junior Colleges of California*. January, 1930. Pp. 154.

Problem. This study is based on objective data, and attempts to survey current practice and opinion relative to the administration of extracurricular activities in junior college, so that present trends may be observed, desirable improvements suggested, and specific problems discovered for further investigation.

Material and Procedure. The materials used in this investigation were drawn from three general sources: published literature in books and periodicals; results of check lists sent to all the principals of junior colleges in California, to which in every case a response was received; and detailed study and analysis of extracurricular activities of Pasadena Junior College.

Findings and Conclusions. Administrative Control: almost every junior college administrator in the state thinks that student activities should be directed under some type of faculty control. The direction at present is usually centered in some person or committee, whether the dean of men, the principal, the committee on student organizations or the director or activities, and every school makes provision for some student coöperation administrative control; faculty advisers in many cases share in the direction of activities; and a strong tendency is exhibited to unify procedures wherever the responsibility has been divided through some central integrating agency, such as the office of the principal.

Administrative procedure: There seems to be a trend towards a more general adoption of definite plans in outlining objectives and programs; a few administrators attempt definitely to formulate objectives and a very few have set up a definite program for activities as a means of attaining desirable objectives.

Organization: In most junior colleges of California there is a well-defined policy for sanctioning new organizations, some colleges using a student organization as the authorized central control. In contrast to the procedures in secondary schools in general, junior colleges give sanction in many cases to social clubs as such, and in some of the colleges restrictive membership is permitted. In the larger junior colleges, student participation is commonly encouraged, the devices of publicity, assemblies, and contests being used for the purpose. Limitation of student participation seems not to be a serious problem, since but few colleges find it necessary. Business meetings are quite definitely scheduled; a preference appears for an activities period, rather than the use of time outside regular school hours for this purpose; the practice of holding meetings on the campus is favored; while no very definite trend appears as to limiting the number of business meetings. Practice with regard to social meetings is more uncertain and varied; most administrators agree that parties should be controlled, that Friday and Saturday nights only should be open for the scheduling of such meetings, that they should be held on campus, and that their number should be regulated.

Related administrative practices: There is a strong tendency towards financial control, usually through the school bank, the school treasurer, or the school auditor; about half of the colleges use a systematized method of forms and records for reporting and auditing such accounts. Club interests are commonly reported on bulletin boards, while a few colleges report organization booklets, published articles, and competitive assemblies; some colleges use a large school calendar, conveniently located and properly administered, for scheduling school meetings. Only about half the colleges have made provision for equipment in the way of offices for the student body; only about a third have conference rooms for committees, social halls, or furnished rooms or dancing floors for club meetings, the larger colleges having in general the better facilities. The obstacles met in the administration of the extracurriculum program include unsatisfactory facilities, economic considerations, conflicting schedules, supervision, extent of participation, and duplication of activities. The state anti-fraternity law is generally held by the colleges to apply, only about a fourth reporting that they think it should not; about a third of the colleges allow non-secret clubs to use Greek letter names; more than half permit initiations. Secret societies are regulated in a few col-

leges by ignoring them or by "waging war" on them, but the majority attack the problem by trying to make other organizations satisfying and attractive. Little attempt has been made to evaluate the administrative practices now employed, no adequate tests being available.

The following improvements are suggested: social guidance should be studied in the light of its relation to the functions of the junior college, definite objectives so determined should be formulated and a constructive program for their attainment set up; the social program should be extended to include strictly social clubs, with homogeneous membership, whether restrictive or non-restrictive; club meetings should be scheduled with rather more liberty than is common in the usual secondary school situations; adequate rooms, social halls, and the like should be provided; an effective centralized control should be put into active operation, but faculty and students should share in meeting the problems of organizations; devices should be sought for creating student sentiment, morale, and tradition; a director of activities would function with increasing value to the social good of the institution; sponsors should be chosen by the clubs, and the choice approved by the principal; carefully planned uniform practice involving all club accounts should be instituted under faculty direction.

Among the problems noted for further study, as the data of this study accumulated, the following were prominent: determination of objectives; devices for attaining them; type of administrative control best adapted to junior college procedure, rather than to high school or college situations; amount of faculty supervision; choice of desirable activities; establishment and government of clubs avowedly social in character; limiting or encouraging participation, and making membership democratic or self-determined; the fraternity problem; regulation of time, place, and number of business and social meetings, and of amounts of dues; housing facilities for the school activities; and testing the results of administration and supervision of extracurricular activities.

PART XIII. THE HOUSING OF THE SUBJECT MATTER PROGRAM, THE STAGE, AND THE EXTRACURRICULAR ACTIVITIES

106. Goodsell, Gilbert Oscar. *The Housing of Extracurricular Activities in the Senior High School*. August, 1928. Pp. 72.

Problem. This study was made to determine a list of extracurricular activities which the senior high school offers to its pupils; to determine and evaluate present housing practices; and to present—in the light of necessary activities, their needs, and desirable practices—a

housing program for extracurricular activities. The proper administration of these activities is a problem of vital importance, but no consideration was given in this study to the administrative phase. The problem, as stated, deals with the buildings and physical equipment necessary to an efficient extracurricular activities program in the senior high school.

Materials and Procedure. The method of attacking the problem was of a threefold nature, including (1) a preliminary reading of existing literature pertinent to the subject; (2) the gathering of data from 14 senior high schools of the Los Angeles City School District; and (3) personal survey of housing practices in these schools.

The last two steps of the procedure necessitated the visitation of each of the 14 schools. Principals, vice-principals, and various department heads were interviewed; statistical information was recorded on a questionnaire; and rooms which housed extracurricular activities were examined.

The high schools of this study represent the larger schools of Los Angeles; and thus should give a good cross section of the extracurricular program of the city. In pupil enrollment, these schools range from 550 to 3,200; in numbers of teachers employed from 28 to 136.

Findings and Conclusions. The following items indicate in concise form a number of the general conclusions drawn together as a result of this study:

(1) Much has been written about the organization and supervision of extracurricular activities; very little about their housing in the senior high school.

(2) The present tendency is to bring informal (extracurricular) activities into the curriculum and give credit for them.

(3) Dramatics, music, and high school publications are no longer extracurricular activities; they have become curricular, thus making it imperative that they be housed as effectively as other curricular activities.

(4) Of the three activities—athletics, dramatics, and music—athletics rank first, music second, and dramatics third, in terms of enrollment and school time given over to them.

(5) Interscholastic athletics are not emphasized more than intramural and gymnasium class athletics in Los Angeles high schools. Both are properly housed by the athletic field and gymnasium.

(6) Extracurricular activities offered by the senior high schools of Los Angeles, which must be housed in the school plant include football, basketball, track, tennis, glee club, orchestra, band, dramatics, debating,

publications, assemblies, student government, clubs, dances, moving pictures, and organization parties.

(7) Athletics are housed by two large units; the gymnasium and the athletic field. The gymnasium may be divided into the offices, the locker room, shower, and toilet unit, and the gymnasium floor. The athletic field consists of the field, or contesting area, and the bleachers or spectators area. These units present few undesirable present housing features.

(8) Dramatics is housed in three types of rooms: auditorium, little theater, and classroom with or without stage.

(9) Auditoriums in Los Angeles high schools average a seating capacity of 2,000, regardless of school enrollment.

(10) Most of the high schools house their music department in the main classroom building. The advisability of such housing is extremely doubtful. Music should have a separate unit.

(11) Students control a wide variety of school activities, but those which require the handling of money are closely supervised.

(12) The present housing of student publications is cramped and overcrowded.

(13) Club activity is increasing so rapidly in Los Angeles high schools that the day is not far distant when special housing must be provided for clubs.

(14) A room, or suite of rooms, to serve as a "social center" is urgently needed in every large high school.

107. Ritter, Paul J. *The Construction and Management of the High School Stage in California*. May, 1925. Pp. 106.

Problem. This study is an attempt to determine and evaluate existing practices in the construction and management of the high school stage in California.

Materials and Procedure. Responsive to a questionnaire, 169 senior and junior high schools of California, representative and probably typical of small, medium, and large high schools of the state, reported in detail on the construction and management of their stages.

Findings and Conclusions. Based on a close analysis of these replies, standards have been set up for each of the four classes: small, medium, and large high schools, and junior high schools. These standards may be briefly summarized as follows:

I. Uses made of the high school stage.

By Classes: in senior high school from 25 to 33 hours per week;
in junior high school, 13 hours, with practically no variation.

II. Auditorium data.

Size: From 60x42x19, the mean in small high schools, to
83 x 74 x 34, the mean in large high schools.

Seating: from 336, with no balcony, the mean in small schools,
to 1800 with a balcony seating 530, the mean in large schools.

Heating and ventilation: in small schools, equally divided be-
tween direct and indirect, gravity and mechanical; in large
schools, indirect, mechanical:

Orchestra pit: from 28x8x1 to a mean size of 31x15x1.5.

Motion picture booth: from 8x8x8 to 13x10x10.

Decoration: for all schools, a neutral tone; decorations vary
from none to an ornate interior, with pictures and statues.

III. The stage.

Dimensions: from a minimum of 17x32 to a mean of 26x58.

Proscenium arch: from a minimum of 22x12 to a mean of
37x22.

Floor: soft wood; in the large schools, apron of maple or
hard wood.

Dressing rooms: in the small schools, 2 rooms, 12x8x8; in the
large schools, 4 rooms, 20x16x11; 2 large rooms to accommo-
date from 10 to 50 people each.

Gridiron: from 14 feet high, with 10 pulleys, recommended
but not necessary for small schools, to 44 feet high, with 17
pulleys for large schools.

Pin-rail: from 7 feet high, with 6 lines, recommended but not
necessary for small schools, to 21 feet high, with 17 lines
for large schools.

Trap doors: desirable but not necessary in small schools, regu-
lar part of the equipment of large schools.

IV. Stage equipment.

A. Electrical

Footlights: from 19 lamps, 1 circuit, to 57 lamps, 3
circuits.

Border lights: from improvised 3 strips in the small
schools, to 42 lamps, 3 strips in the large schools.

(The remaining items of electrical stage equipment are
generally desirable, even in the small schools, but too
much of an expense, especially in the rural schools:
standards are given for large schools.)

Dimmers: 30 plates, interlocking.

Stage pockets:

Intercommunicating service: telephone and buzzer.

Spotlights: 4 floods, 3 baby, 3 nitrogen, 1 arc, 2 strips.

Work lights: yes.

Rehearsal lights: yes.

B. Scenery.

Kinds of sets: in small schools, 1 set of velour curtains are most usable, with at least two changes of setting if possible; in large schools, 2 each; Hume set; velour curtains.

Drops and borders: to match the above.

Stage braces: from 5 or 6 in the small schools to 20 in large schools.

Counterweighted: not necessary in small schools, depending on other equipment; in large schools, curtain 1, drops 2, light borders 3.

C. Property: the most valuable appear to be, in the order mentioned, chairs, platforms, bric-a-brac, books, benches, fireplaces, steps, draperies, rugs, tables; it is always advantageous for the school to possess properties of its own.

D. Wardrobe: mean for small schools 30; they should have as many as possible; for large schools at least 100.

E. Fire protection: from 2 extinguishers, barrels and hose, to 3 extinguishers, alarm box, and sprinkler system.

V. Rooms and departments accessory to the stage.

Green room: always desirable, and necessary with a large caste.

Wardrobe: at least a closet for costumes.

Stage carpenter shop: small schools may use stage or school shop, large schools should have a stage carpenter shop nearby, 20x20x20.

Scenery dock: have space at least 8x8 available, even in small schools.

Property room: from closet 5x3x10 to room 10x20x20, preferably off stage.

Make-up room: in small schools, classrooms may be used, in large schools there should be a make-up room with convenient tables, chairs, full length mirrors, etc.

Stage crew rooms: from class room in small schools, to a necessity in the larger schools.

Stage tools: a closet or other safe place, fitted with padlock.

Office of technical and dramatic director: always highly desirable.

Little Theater: desirable but usually impossible in small schools; in large schools, 28x12x14, with a seating capacity of 200, equipped with wicker set, curtains, and small set of screens.

Box office: desirable always, and necessary in the large schools.

VI. Stage management.

Rules: necessary always.

Auditorium manager (schedule): yes, even in small schools.

Stage crew compensation: in small schools, credits or merits, and in addition in the large schools from \$10 to \$15 per boy per semester when demands on student's time are great.

Production staff: stage manager, electrician, and property man are minimum essentials; with these as a nucleus, a larger crew could be organized as needed; suggested staff for large schools should include stage manager, 2 props, 2 grips, 2 electricians, 2 flymen.

Stage craft, stage mechanics, and art director: in the small school, this work cannot be elaborate, but it must be evident; in the large schools, it should be fully developed.

Advertising: suggested as a project for some of the commercial classes in the smaller schools; handled through regular advertising class, or school class organization, in the large schools.

Budgeting: conference between director and school auditor.

Source of equipment: student body must take the initiative; therefore student body funds are necessary.

PART XIV. THE STATUS, DEMAND FOR, SELECTION AND RATING OF, AND QUALITIES ESSENTIAL TO THE SUCCESS OF SECONDARY SCHOOL TEACHERS

108. Atkinson, Carroll. *The Selection of Junior High School Teachers: An Effort to Evaluate Certain Qualities to be Sought for in the Employment of Teachers for Junior High School Work.* June, 1929. Pp. 152.

Problem. The primary problem of this study was to select qualities which successful junior high school teachers have in the past possessed, to describe qualities in words, and to evaluate the qualities thus selected and described. When the qualities were selected, paraphrased, and

evaluated, they were presented as possible suggestive criteria upon which future personnel selection might be made for junior high school faculties. The study dealt primarily with the problem of evaluating the arbitrarily selected qualities.

Materials and Procedure. Materials were taken principally from Southern California junior high school practices, especially those found in the Pasadena junior high schools. Historical, interview, and questionnaire techniques were employed. The three questionnaires may be described as follows: (1) Twenty qualities considered of great importance to a successful junior high school teacher were listed and evaluated. This questionnaire was answered by more than 200 administrators and teachers, principally from junior high schools. Two questions were also included in the questionnaire: one concerning junior high school teachers as a distinct type and the other dealing with the relative values of different kinds of previous experiences. (2) A brief edition of the first questionnaire was made and addressed to more than 600 McKinley (Pasadena) junior high school pupils in order to secure their reactions concerning the kind of junior high school teacher they, as students, preferred. (3) A questionnaire on personal past experience and training was answered by the entire faculty of the junior high school in order to determine in part the value of different past experiences.

Findings and Conclusions. Humane qualities, such as interest in and love for children, are considered slightly more important than teaching techniques or subject knowledge in the ideal junior high school teacher. In other words, it is the ability of the adult teacher to form character and right attitudes in the adolescent rather than the ability to lead the junior high school student to master subject matter that is of the foremost importance. In testing the validity of these questionnaire results, the two measures of variability used show the closest unanimity of opinion on the quality of enthusiasm. The greatest divergence of opinion was shown in the quality of ability to recognize psychological differences.

There exists a significant general consensus of opinion regarding these arbitrarily selected qualities. University professors stress humane and scientific qualities in preference to the actual teaching qualities. Teachers in general, on the other hand, stress actual teaching qualities more than the humane qualities. Junior high school administrators take the middle position between university men and the teaching force, stressing teaching qualities more than the professors and less than the teachers. Correlations secured show a positive 0.82 between the opinions of university professors and those of junior high school administrators, a positive 0.40 between that of university professors and junior high

school teachers, and a positive 0.50 between that of junior high school administrators and junior high school teachers.

In the questionnaire submitted to the pupils, enthusiasm (defined as the quality that makes one like to work) was outstanding as the thing most admired and liked by pupils in their teachers. Sixty-three per cent of 636 pupils made this quality first choice from among five desirable qualities. An almost unanimous preference was expressed for "hard" teachers who could "put their subject across" rather than for "easy" teachers who taught very little. Boys showed a decided preference for men teachers while girls showed only a slight preference for men.

It was assumed that "types" of teachers exist, for example, the elementary type as contrasted with the senior high school type. Assuming this hypothesis to be true, the opinion was asked of the various groups interrogated in this study whether they thought the junior high school teacher should be a distinct type from the other two types mentioned above. Eighty-seven per cent believed that a distinct junior high school type should exist, although there were some doubts expressed as to whether such a type could exist without fading into either of the other two types.

Elementary teaching experience is in general preferred to other kinds of experience as training for successful junior high school teaching. Enough difference of opinion exists on this question to warrant the statement that all previous experiences have some value as preparation for junior high school work, depending of course upon the individual. Modern successful junior high school faculties are made up of teachers with a variety of former experiences.

The feasibility of taking the qualities selected (or similar qualities) and setting up these qualities as criteria by which to judge future applicants for junior high school positions may only be inferred by this study.

109. Evelt, Florence. *The Status of the Junior College Teacher in California*. June, 1929. Pp. 152.

Problem. The purpose of this investigation was to collect valuable information relating to the selection, training, experience, sources of supply, teaching load, remuneration, and classification of the instructional staff of the public junior colleges in California.

Materials and Procedure. The data used were gathered by Dr. Frederick J. Weersing in connection with the Preliminary Survey of Secondary Education in California made by Dr. Leonard V. Koos in the spring of 1928 under the direction of the California State Board

of Education. The data were secured by means of a detailed questionnaire sent to all teachers in the public junior colleges of the state, 18 per cent of whom responded.

The procedure used was to tabulate the original data on master sheets from which summaries were drawn in the form of tables of distribution, setting forth all the important aspects of the problem. For the purposes of this investigation the teachers were classified first by type of instruction; i. e., (1) separate district junior college, (2) district junior colleges in connection with high schools, and (3) junior colleges which are high school postgraduate departments. They were classified, in the second place, by type of subject, whether academic or special (such as shop, music, and home economics). The data were also kept separate for each sex.

Findings and Conclusions. The public junior colleges of California are classified as follows: 5 separate district institutions; 8 junior colleges more or less closely connected with senior high schools; and 17 junior college departments. These facts indicate a tendency in this state to link the junior college with the high school.

Data indicated that 54.3 per cent of the instructors in the junior colleges are men, while 45.7 per cent are women. From these figures it may be concluded that men are more in demand for junior college teaching than are women.

65.2 per cent of the total number of teachers are employed for academic subjects, while 34.8 per cent teach in the special fields.

Since a large per cent (47.5) of the junior college staff came from other states, it may be concluded that California either lacks the proper training facilities for junior college teaching, or that those in charge of the new units wish to choose from among the best trained elsewhere. The fact, also, that 51 per cent of the men, in comparison with 43.2 per cent of the women, came from other states seems to indicate that California is not supplying enough men teachers to meet the demand for them.

The data received showed that 10.5 per cent of the junior college teachers attended a normal school; 24.5 per cent, a college; and 42.0 per cent had instruction in a university. Some teachers reported attendance at more than one type of institution.

All the teachers reported some previous teaching experience. This leads to the conclusion that previous experience is required of all those entering the junior college faculty. Furthermore, since the largest per cent reported previous experience in senior high school, college, or

university, it may be concluded that most of the junior college teachers have been transferred over from these other institutions.

About 80 per cent of the junior college staff were holders of a bachelor's degree, while 20 per cent had less training or none at all. In the group with graduate training, 48.3 per cent held a master's degree, while 4.1 per cent had a doctor's degree. Among the holders of the doctorate were very few women and none of the special teachers.

Replies received indicated that 1.6 per cent of the junior college teachers held the Junior College credential only; while 39.6 per cent held a General Secondary credential; and 15.5 per cent a special credential only.

The study of training also revealed that 11 of the teachers had an average of a little over 45 hours of preparation for their major teaching subject, the academic teachers showing more of this preparation than the special, and the women more than the men.

The academic group had the larger median number of subjects to teach, while the greater median number of classes was found in the special group. In regard to median number of periods per week, data showed that the instructors of English, social sciences, and physical sciences had the lowest median, 14; while the highest medians, 17, 18.5, 20, were found in music, art, and Romance language groups, respectively. In general, the instructors in the separate districts had the lightest teaching load, while those in the junior college departments had the heaviest.

Men received higher salaries than women, the difference between the medians being about \$200. The total average salary of the men in the academic group is \$38.80 higher than that of the men in the special fields, while the total average salary of the academic women exceeds that of the women in the special group by \$118.80. The median salary for the whole junior college staff is \$2500, the lowest average salary being about \$2100 (paid to women in the junior college departments) and the highest average about \$2800 (paid to men in the separate district junior colleges.)

PART XV. SECONDARY-SCHOOL PUBLICITY

110. Lewis, Glenn Hadley. *The Public High School in the Public Press of California*. April, 1927. Pp. 78.

Problem. This study is an analysis of information regarding high schools that is now being given to the people in California through our daily newspapers.

Materials and Procedure. Every item mentioning the public high

schools in any way whatsoever was noted for the following times and newspapers:

- July-December, 1924, in the *Daily Report* of Ontario (3000 circulation) a daily of southern California;
- January-June, 1925, in the *Los Angeles Times*, (131,000 circulation), a daily of southern California;
- July-December, 1925, in the *San Francisco Chronicle*, (87,000 circulation), a daily of that northern city; and
- January-June, 1926, in the *Humboldt Standard*, (5000 circulation), a daily of the northern part of the state.

There were thus under consideration for each month of the year a paper of large circulation and a paper of small circulation, a paper from the northern part of the state and a paper from the southern part of the state.

For each item found, the following entries were made: item number, date, total pages of edition, part and page, title, place, length or size of item, remarks, and a classification as to subject matter of the item. The classifications used were: sports, other extra curricular activities, curriculum, buildings and grounds, administrative problems, public service, general comment, costs and receipts, enrollment and attendance, Parent-Teachers Association, taxes and bonds, health and physical education; new high schools, faculty and salaries, honors and awards and graduation, accidents and fires, school elections, and mere reference to high schools.

Findings and Conclusions. In all, 674 issues totaling some 20,848 pages were carefully examined, and 4131 articles, pictures, and cartoons were found on the subject of the high school, which totaled 27,132 column inches. The number of items secured per issue varies from none at all in a few cases to 30 in the issue of the *Los Angeles Times* for May 31, 1925.

The material secured fell logically into three main divisions, Student Activities, The Institution and its Management, and Articles merely Referring to the High School. Each group was represented by articles in each of the papers, and there was a consistent relationship in each as to number and length of articles in each group. Student Activities held first rank in all but one newspaper, and The Institution and its Management held last rank in all but one of the newspapers. In every case, Sports ranked first under Student Activities, Other Extracurricular Activities ranked second, and "Student Honors, Awards, and Graduation" ranked third. In all, 51 per cent of the items (53 per cent of the space) dealt with Student Activities; 21 per cent of the items (17

per cent of the space) dealt with The Institution and its Management, and the remaining 28 per cent of the items (30 per cent of the space) contained mere references to the high school.

High schools are uniformly accorded space in the public press regardless of locality and other differences, as is shown by the fact that when ranked according to number of items, the greatest contribution of space by any of the papers studied was 37.5 per cent, and the smallest made by any paper was 18.5 per cent. Editorial comment was uniformly fair-minded, and one of the outstanding impressions of this study is that the newspapers of the state, as represented by the typical ones examined, are anxious to be given the opportunity of helping to keep the public in touch with its high schools.

The predominance of items reporting sport activities and activities which are unique, bizarre, or sensational is no doubt caused by the fact that such activities need no special preparation of the report to make them acceptable. It should, however, be noted that practically every phase of school work was mentioned at least once, and that the ordinary affairs of school life are, therefore, being brought before the reading public.

Schools would probably profit much by a redistribution of the item and space allotment shown by this study. Many high schools are now using directors of publicity who are doing much to present the school to the community in its proper perspective.

PART XVI. MISCELLANEOUS STUDIES

111. Bailey, Donald Ward. *A Comparative Study of the Intelligence and Scholastic Achievement of Athletes*. May, 1928. Pp. 61.

Problem. The purpose of this study was first to determine the appreciable difference, if any, between the intelligence and scholastic achievement of athletes and the student body as a whole; secondly, in case there is a difference, whether it is selective, that is, more marked in one sport than another; and thirdly, whether such differences as may be found are significant.

Materials and Procedure. The group studied consisted of 199 men at the University of Southern California and 95 men at Lincoln High School, Los Angeles. These groups entered their respective institutions between 1923 and 1927, and records for the four-year period are included. Five sports were considered,—football, track, basketball, baseball, and tennis. Each individual earned one or more letters or numerals in one or more of these sports. At the university the records compared

were scores on the Thorndike Intelligence Examination for High School Graduates and the ratios of grade points earned to units attempted. At the high school, comparison was made between athletes and all students on the Terman Group Test of Mental Ability and by means of grade point ratios.

Findings. The ratings of university athletes were slightly lower than those of the student body in general intelligence, and noticeably lower in scholastic achievement, where the grade point average of athletes was 1.02 compared with 1.29 for the entire student body. In the high school, the mean intelligence ratings of athletes were an almost negligible amount lower than the mean for the school as a whole, but the mean grade point ratio of athletes was found to be 1.67, while that for the entire student body was 1.29.

Small selective differences between various sports were found within the athletic group. Among the university students, men who won letters in tennis and track were consistently higher in intelligence and scholastic ratings than letter men in baseball, basketball, and football. It seems that the individual type of sport is somewhat more suited to the interests of men of somewhat higher intelligence and scholastic ratings. In the high school, students winning letters in tennis and basketball had somewhat higher scholastic and intelligence ratings than students winning letters in other sports. Of the four sport groups football players held the next to the lowest ratings in intelligence tests and semester grades both in the university and in the high school. The ratings of baseball letter men were the lowest of all groups of athletes both in the University and high school.

A study of grades for successive semesters indicates that athletes do no better work in the semesters that they are not competing for a letter than in the semesters that they are competing. Little direct relationship seems to exist between intelligence and ability to win a letter, since the numeral men who participate in these sports but do not play on the first team rate only a little higher in intelligence than do the letter men who comprise the first team of the university.

112. Corrie, Eugene. *An Analysis of Some of the Factors of the Teaching-Load with Special Reference to the Pupil-Teacher Ratio.* May, 1928. Pp. 56.

Problem. The study was made to determine the extent to which factors entering the teacher load have kept down the pupil-teacher ratio in high schools. It attempts to show wherein these factors are real or imaginary, whether they may be removed or lightened, and to make suggestions as to how the pupil-teacher ratio may be efficiently increased.

Materials and Procedure. Questionnaires were sent to twenty high schools with enrollments varying from 250 to 2,350 with teaching staffs of 10 to 125. The schools were chosen in such a way as to consider the schools of various sizes in approximately the same ratio as the schools of these sizes appear in the United States. Principals were requested to send a daily class schedule showing separate class enrollments with the returned questionnaire. In summing replies the study most frequently uses the total of replies for each department. The suggested divisions of the day given in the questionnaire cover conducting classes, study hall, homeroom, make up work, failures, preparation for classes, preparation for examinations, grading examinations, correcting reports, extracurricular activities, community service, and clerical work.

Findings and Conclusions. The replies to the questionnaire indicated that time factors in the teaching load are dependent on the individual teacher. In general $1/5$ (22 per cent) of activities using a teacher's time could be delegated to other agencies. Should such relief be given it would make possible the increase of the pupil-teacher ratio. One full-time study hall teacher will release classroom teachers for classroom work equivalent to $1\frac{1}{6}$ teachers in a 7 hour day. The policy of reducing the number of classes assigned to English teachers has not been substantiated by evidences in general of increased time used in reading and correcting themes. In this connection figures indicate an advisability of slightly lowering the pupil-teacher ratio. Slight effect upon the teacher day is evidenced because of the number of preparations, the assignment of lower and higher division classes to the same teacher tending to increase the pupil-teacher ratio rather than the teacher day. In final analysis the adjustment of the teacher load to increase the pupil-teacher ratio must consider the character of the pupils and the equipment and temperament of the teacher receiving the load.

113. McMillin, Mae. *A Study of Cost of a High School Education to the Parent*. April, 1928. Pp. 140.

Problem. The study attempts to determine the actual amount of money spent by students in a city high school, excluding the costs to the taxpayer and the cost to the parent for the student's board and lodging.

Materials and Procedure. The data were obtained from 400 students, consisting of 50 boys and 50 girls in each of grades 9 to 12 inclusive. Except for the limitations above, these students were selected at random from a cosmopolitan high school with an enrollment of over 2,000. The vicinity of the high school was formerly the center of the social life of the city, but now the greater number of the wealthier

inhabitants have left the district. The neighborhood is now made up mostly of people of modest means with a settlement of Italians and Mexicans many of whom are very poor. There is also a transient population drawn from two large auto camps.

The investigation covered a period of five months from November 15, 1927 to April 13, 1928. During the homeroom period each Monday students submitted an expense account on a blank provided and were given a new blank for the following week. These blanks provided spaces for each day's expenditures and earnings. Expenses were listed under the headings of clothing, refreshments excluding school lunches, school activities, outside activities, transportation, school supplies, and other expenses. Under earnings the number of hours of work and the total earnings each week were reported. The data were then analysed and mean weekly expenditures found for each sex and grade.

Findings. The average amounts reported spent per week by boys were as follows: in grade 9, range \$0.17-\$24.56, mean \$7.85, and median \$5.72; in grade 10, range \$0.62-\$24.61, mean \$6.21, and median \$4.97; in grade 11, range \$0.35-\$36.36, mean \$11.37, and median \$12.26; and in grade 12, range \$0.50-\$35.50, mean \$10.98, and median \$7.74. The average amounts reported spent per week by girls were as follows: in grade 9, range \$0.78-\$16.52, mean \$6.77, and median \$5.47; in grade 10, range \$0.64-\$26.38, mean \$5.81, and median \$4.12; in grade 11, range \$0.43-\$11.71, mean \$6.12, and median \$4.15; and in grade 12, range \$0.80-\$26.40, mean \$8.51, and median \$4.82. The expenditures reported by all students in the four years for seven days of the week range from \$0.17 to \$36.36, have a mean amount of \$7.95, and a median of \$6.51.

Analysis of the data showed that the average expenditures per week for all students range as follows: for clothing from \$4.45 in grade 9 to \$5.56 in grade 12, for refreshments other than school lunches from \$0.40 in grade 9 to \$0.38 in grade 12, for school activities from \$0.23 in grade 9 to \$0.34 in grade 12, for outside activities from \$0.44 in grade 9 to \$1.01 in grade 12, for transportation from \$0.39 in grade 9 to \$0.54 in grade 12, for school supplies from \$0.38 in grade 9 to \$0.26 in grade 12, and for other expenses from \$0.95 in grade 9 to \$1.87 in grade 12.

It was found that in grade 9, 38 per cent of the boys worked and earned a mean wage of \$3.99 weekly and 4 per cent of the girls worked and earned a mean wage of \$1.50 weekly. In grade 10, 36 per cent of the boys worked and earned a mean wage of \$5.08 weekly, and 4 per cent of the girls worked and earned a mean wage of \$3.94 weekly. In grade 11, 46 per cent of the boys worked and earned a mean wage of \$9.20

weekly and 22 per cent of the girls worked and earned a mean wage of \$3.99 weekly. In grade 12, 44 per cent of the boys worked and earned a mean wage of \$6.13 weekly and 26 per cent of the girls worked and earned a mean wage of \$4.51 weekly.

114. Michener, Lundell Muriel. *Methods Used to Stimulate School Savings Bank Deposits*. June, 1929. Pp. 201.

Problem. The writer gathered together many methods and practices used to stimulate interest in depositing in school savings banks. No attempt was made to evaluate the methods scientifically.

Materials and Procedure. From reading and from talking with teachers and bank supervisors, about 150 difficulties encountered in trying to get children to make deposits in school savings banks were gathered. These were classified and made the basis for questionnaires, and for interviews with teachers, superintendents, thrift advisers, school banking managers, and school banking supervisors.

Findings and Conclusions. The following methods of stimulating school savings bank deposits were compiled: (1) making the habit of thrift as a character asset attractive to the child through examples of thrifty people, thrift lessons, and pupil responsibility; (2) securing the interest and cooperation of the parents through bank cooperation, letters, notices, talks, speeches, and thrift work of parent-teachers' associations; (3) taking care of problems peculiar to different types of school banking through shortening the routines; (4) avoiding carelessness in connection with money and bank books; (5) developing wholesome competition in regard to school savings; (6) getting children to take pride in earning money for deposits in school savings banks; (7) making the school savings bank win in the competition with other demands on the children for money; (8) making the child understand the workings of the bank and giving him a feeling that he has a part in it through visits to the bank, correspondence between bank and students, and magazines, literature, contests, and clubs sponsored by the bank; (9) initiating the habit of depositing in school savings banks by home-room talks, talks by bank representatives of other schools, loan funds, and bulletins to students; (10) seeing that the child employs practices in banking after his account is opened through praise for systematic savers, certificates, merits, grades, credits, and individual mottoes; (11) advertising school banking through parades, sand table projects, banking paper, thrift columns in school paper, contests in advertising school savings, radio talks, and booklets; (12) getting the child to save for a definite goal; and (13) getting teachers to cooperate in promoting school savings plan.

Department Matters National Honor Society

Over ten years ago the Department of Secondary-School Principals (then the National Association of Secondary-School Principals) organized the National Honor Society with the end in view of stimulating scholarship in the secondary schools of the United States. To-day there are over one thousand chapters and these are in the best high schools in the country. The four objectives of the society are: to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character. Every high-school principal who has a chapter is enthusiastic over the productive results of this organization in his school.

Direct all requests for literature to H. V. Church, 3129 Wenonah Avenue, Berwyn, Illinois.

WARNING

The National Honor Society has met with such great success that imitations are springing up in different parts of the country. These pseudo honor societies seem to have largely a commercial objective, and plan to exploit scholarship for financial ends. Members of our department are warned to beware of any plan to sell pins or emblems to pupils under the guise of scholarship, and are urged not to lend their aid or influence to such organizations.

The Department of Secondary-School Principals recommends only the National Honor Society and the National Junior Honor Society.

The National Junior Honor Society

The National Junior Honor Society is patterned very closely after the Senior Honor Society. The Junior Society is designed for ninth and tenth grades in four year high schools, and for eighth, ninth, and tenth grades in junior high schools. This organization is now a going concern, and already there are a number of chapters, both in senior high schools and junior high schools. The national constitution, the model constitution, and booklet of information as well as the application blank will be sent on request.

Direct all applications to:

H. V. CHURCH, Executive Secretary
3129 Wenonah Avenue
Berwyn, Illinois

SEALS AND MEMBERSHIP CARDS

Membership Cards—Since the organization of the National Honor Society there has been a growing demand for membership cards in the organization. Cards of membership both for members of the National Honor Society and for the members of the National Junior Honor Society are now on sale. The cards ($2\frac{1}{2}$ "x $3\frac{3}{4}$ "") are engrossed on a fine quality of cardboard, have the emblem of the Society embossed upon them, and require only the insertion of the name of the member.

The price of the cards is five cents apiece.

Seals—The seal ($1\frac{1}{4}$ "x $1\frac{1}{2}$ "") is a gilt embossed sticker to be affixed on the diplomas of members of chapters. A replica of the emblem is embossed on the seal.

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Plaques—A bronze wall plaque has been designed and manufactured. Schools that have chapters of the National Honor Society will now have the opportunity of having this plaque. It consists of a solid bronze casting mounted on a walnut back. The size is thirteen by sixteen inches and the weight is ten pounds. A chain is furnished. All lettering, as well as the name of the school chapter and the emblem, is raised and polished above the bronze background.

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..... \$2.00

Second Yearbook, 1918, Atlantic City.

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Papers on Guidance, Rating of Pupils, Moral Training, Sex-Social Training, Finances (2)*, Curricula (4), Social Life, Platoon Plan, Student Activities, Cardinal Objectives, Physical Education, Deans of Girls (4), Compulsory Education, and Supervision. (150 pp.)..\$2.00

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Eighth Yearbook, 1924, Chicago.

Papers on Retention, Student Activities, Adjustment of Curricu-

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Bulletin No. 10, January, 1926.

Abstract of Books and of Magazine articles on Administration and Supervision. (32 pp.) \$2.25

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Papers on Social studies (2), International Relations (2), Record Forms, Fraternities, Scholarship, Administration (5), Curriculum (3), Personnel Charts, Guidance, Marks (2), Principals, Student Activities (2), National Honor Society (5) and Culture. (259 pp.) \$2.00

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Papers on Modern Youth, Curriculum (4), School Achievement, Physical Training, Size of Class, Junior High School Curriculum (2), Six-Year High School, Chaos in Secondary Education, High-School Publications, Place of the Junior College, Improving Teachers in Service, Pupils of limited Ability, and Tests. (251 pp.) \$2.00

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Report of the Committee on Guidance in Secondary Schools. (94 pp.)\$60

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Papers on Education in Russia, In India, Internationalism (3), Small High Schools, Character Training, Specialist in Secondary Education, the Visiting Teacher, Rating of Teachers, Curriculum (2), Business and High Schools, Supervision (4), and Guidance (2). (206 pp.)...\$2.00

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Bulletin No. 34, January, 1931.

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Bulletin No. 35, Mar., 1931.

Proceedings of the Detroit (1931) Meeting. (pp. 235)\$2.00

Bulletin No. 36, April, 1931.

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The blanks are used in transferring pupils from one secondary school to another and particularly from high school to college. The certificates are sent postpaid at the following prices:

Mailing from		100	200	300	400	500	1000
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2nd "		.80	1.50	2.20	2.80	3.45	6.10
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6th "		.90	1.70	2.45	3.15	4.00	6.80
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Space is provided on these blanks for scholarship records for five years. An extra year is included for pupils of four-year high schools who may desire to do graduate work. It is recommended that six year junior-senior schools use separate cards for the records of the junior and of the senior schools.

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5. *Age limit is sixty-five years.*
6. *Individual policies.* These show rights of insured, amount, and beneficiary.
7. *Current protection.* There are no savings, accumulation, or paid-up features. Insurance is for one year at a time, and is renewable each year, at the option of the insured member.
8. *An insurance company of first rank, the Old Republic Life Insurance Company of Chicago,* an old line legal reserve life insurance company. In *Best's Life Insurance Reports* for 1930, on page 891 there is the following statement in regard to the management

and reputation of the Old Republic Life Insurance Company:

"The Company is now having a good growth, but suffers from a high lapse ratio. Policy-holder's surplus is ample for all contingencies and the reserve basis is very strong. The mortality rate is very favorable. Its investments are of a good quality; consist mainly of mortgage loans in Illinois, and yield a good return. The policy contracts are all on standard forms and include disability and double indemnity. The company pays just claims promptly."

9. Amounts offered:

\$3,000 for all ages from 21 to 45 (nearest birthday) inclusive.

Annual Rates for those under 45 years are \$10 a year per \$1000.

\$1,500 for all ages from 56 to 65 (nearest birthday) inclusive.

Annual Rates per \$1,000 for those 45 or older:

Age	Premium	Age	Premium	Age	Premium
45	\$11.10	52	\$16.90	59	\$28.15
46	11.65	53	18.15	60	30.40
47	12.30	54	19.50	61	32.90
48	13.05	55	20.90	62	35.50
49	13.90	56	22.50	63	38.40
50	14.80	57	24.25	64	41.50
51	15.80	58	26.10	65	44.90

Send your applications to H. V. Church, Executive Secretary, 3129 Wenonah Avenue, Berwyn, Illinois.

Department of Secondary-School Principals of the National Education Association

GROUP INSURANCE.—A year ago the Old Republic Life Insurance Company of Chicago, Illinois, with some hesitancy, offered Group Life Insurance to the members of the Department at group rates, but placed a limit on the amount, (\$3000 to those under 45; and \$1500 to those above 45).

FAMILY GROUP LIFE INSURANCE.—Now this company is granting Family Group Life Insurance to the limit of \$10,000 and offers this coverage to any or all the members of your family from ages one to sixty, inclusive, nearest birthday. This is straight insurance, without medical examination (with some exceptions).

For all those under age ten the amount of insurance will be graded, the insurance will be \$100 for each year of attained age; for instance, at age one \$100, at age two \$200, at age three \$300, and so on and at age ten the policy automatically is in force for the full face value. At ages ten and over the policy is in full force for its full face value at the time of issuance.

This particular policy pays the cash value in addition to its face value at the time of your death.

The full loan value may be borrowed at any time at only 4%, and if death should occur, the amount so borrowed will be cancelled and the full face value of your policy paid to the beneficiary. On other policies loans are deducted from the amount due the beneficiary.

On another sheet are the rates from ages one to sixty inclusive, nearest birthday, and may be paid, annually, semi-annually or quarterly. You will note that the annual premium is 2% cheaper than the semi-annual premium and 4% cheaper than the quarterly premium.

With this comes an application blank which should be completed and returned by next mail if possible, with your check for the premium, made payable to the undersigned.

Very truly yours,
H. V. CHURCH
Executive Secretary

AUTOMOBILE INSURANCE

The Department of Secondary-School Principals is now prepared to offer to its members reduced rates for automobile insurance. If you are interested in protection for your car at a lower premium than you are now paying, fill out the blank on page 68, and send it to H. V. Church, 3129 Wenonah Avenue, Berwyn, Illinois. Be sure to state clearly what coverage you now have, and particularly what you are now paying for this insurance.

The Fort Dearborn Insurance Company assures us that the "special rate will figure about 35% lower than the rate charged by other responsible stock companies."

If you will fill the application blank and send it to the Executive Secretary, the insurance company will quote their special rate to members. You will receive this quotation, and you can then decide if you can save money by accepting this special rate.

APPLICATION BLANK—AUTOMOBILE INSURANCE

Your name

Address

(street)

.....

(City)

(state)

Date of expiration of policy you now hold.....
(policy expires on this date)

Annual premium you now pay. \$.....

Occupation
(Husband's occupation, if married woman)

Description of car: Make.....

Type of body..... Year built.....

Factory number..... Engine number

List price..... Actual cost.....

New or second hand. Is car fully paid for?.....
(cross out one)

Mortgage clause to.....

The car is for business or pleasure?
(cross out one)Car kept in public or private garage?
(cross out one)Address
(where car is kept)*Coverage you carry*

(Place cross in proper square.)

☐ Fire ☐ Property: ☐ 500 ☐ 1,000 ☐ 1,500
(amount)☐ Theft ☐ Liability: ☐ 5-10,000 ☐ 10-20,000☐ Extra equipment..... ☐ 20-30,000☐ Tornado ☐ Collision: ☐ Full ☐ \$25 deduction☐ Plate glass..... ☐ \$50 deductionMail this application blank to H. V. Church, J. Sterling Morton High School,
Cicero, Illinois.

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